

**DESIGNING A RUBRIC TO ASSESS MEMBERS' SPEAKING
PERFORMANCE IN *JOGJA ENGLISH* COURSE**

A Thesis

**Submitted as Partial Fulfillment of the Requirements for the Attainment of
the *Sarjana Pendidikan* Degree in English Education**



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2015**

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**DESIGNING A RUBRIC TO ASSESS MEMBERS' SPEAKING
PERFORMANCE IN *JOGJA ENGLISH* COURSE**

A THESIS



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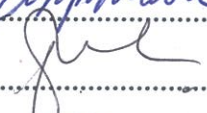

RATIFICATION SHEET

DESIGNING A RUBRIC TO ASSESS MEMBERS' SPEAKING PERFORMANCE IN *JOGJA ENGLISH* COURSE

A THESIS

Accepted by the Board of Examiners of the Faculty of Languages and Arts of
State University of Yogyakarta on August 18, 2015 and declared to have fulfilled
the requirements of the attainment of a Sarjana Pendidikan Degree in the English
Language Education

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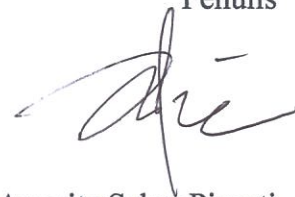
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Menyatakan bahwa karya ilmiah ini adalah hasil pekerjaan saya sendiri. Sepanjang pengetahuan saya, karya ilmiah ini tidak berisi materi yang ditulis oleh orang lain, kecuali bagian-bagian tertentu yang saya ambil sebagai acuan dengan mengikuti tata cara dan etika penulisan karya ilmiah yang lazim.

Apabila terbukti bahwa pernyataan ini tidak benar, sepenuhnya menjadi tanggung jawab saya.

Yogyakarta, 18 Agustus 2015

Penulis



Anggita Sekar Pinasti

MOTTOS

Keep Calm and still BELIEVE

-Cls Knights Surabaya

Don't lose hope, nor be sad

-Qur'an (3 : 139)

It won't be soon before long

-Maroon 5

DEDICATIONS

I DEDICATE THIS THESIS TO:

Myself, don't ever take too much time doing nothing and overthinking anymore.

ACKNOWLEDGEMENTS

Thanks to Allah for the blessing and chances given to me in my whole life through. I would like to express my sincere gratitude to all people who have supported me in finishing my thesis.

First of all, I would like to express my deepest gratitude to my thesis supervisor *Bapak* Dr. Agus Widyantoro, M.Pd for always being so kind, helpful, patient and supportive so i could still finish this thesis. I also would like to say my sincere thanks to *Bapak* Ari Purnawan, M.A for the help in expert judgment.

I also would like to show my gratitude to Jogja English management who gave me a chance to conduct my research and the colleagues who care so much to me. You are all not only my workmates but a family to me.

My greatest appreciation goes to Ayah, Ibuk for the patience and belief that I can finish this thesis after such a very long time. My brother, Krisna for always supporting me no matter how. Mas Rizkiaji Primastomo, my energizer, for always be the one I can rely on and trusting me. Ilysm.

My special thank goes to those friends in L.O.V.E; Mutek, Amoy, Icak, Baim, Adit, Cumi, Je, Arin, for the stories and inspiration we shared. Jury & Nila for the struggle together until nearly the limit. I also thank *Kosan Adas* boarding housemates for creating such a very lovely environment to be staying at. Upik, Kikik for the times we ate and hang out together. Uyunk, the shadow member of the boarding house, for always being the best companion.

I realize that this thesis writing is far from being perfect. Therefore, any criticisms, ideas and suggestion for the improvement of this thesis are greatly appreciated.

Yogyakarta, August 25 2015

Anggita Sekar Pinasti

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DESIGNING A RUBRIC TO ASSESS MEMBERS' SPEAKING PERFORMANCE IN *JOGJA ENGLISH* COURSE

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ABSTRACT

The objectives of this study are; (1) to find out the teachers' need in assessing students' performance and (2) to design an effective measurement tool of English speaking performance.

The nature of this study is Research and Development (R&D). The procedures were conducting needs analysis, designing the rubric (writing the draft), evaluating the rubric through an expert judgment, revising the draft, trying it out, and writing the final draft. This study has taken place in Jogja English involving 7 instructors in the needs analysis stage, a speaking expert for the expert judgement stage and 2 instructors in the try-out. The data collection instruments were questionnaires (the need analysis questionnaire and expert judgment questionnaire) and interview transcripts.

The product of this research is a 5-level speaking rubric consists of 4 speaking aspects to assess members' speaking performance. The aspects are accuracy, fluency, interaction and range of language. The first aspect is accuracy which includes the criteria of the use of grammar and vocabulary. The second one is fluency aspect consists of the matter of length of utterances, hesitation, flow of speech and pronunciation. The third aspect is interaction which consists of the criteria of members' understanding, contribution and content. The last aspect is range of language which covers the criteria of the complexity of three aspects; grammar, syntax and vocabulary. The rubric is designed especially for transactional and interpersonal speaking performances with some types of speaking activities or tasks such as dialogue, simulation, prepared talks and question and answer. From the assessment and responses given by the expert, it is showed that this product is feasible to be used for assessing members' speaking performance. The percentage score was 81% which means that the rubric is good. The statement is also supported by the result of the try-out where the instructors used different types of speaking tasks. The result of the interview done after the try-out indicates that the rubric is effective to reduce the subjectivity and present a fairer and clearer result of speaking performance assessment.

CHAPTER I

INTRODUCTION

A. Background of the Study

Nowadays people are more aware of the benefits of foreign language education. Among the foreign languages, English is considered as the most important to master. The reason is because English is the most widely used language in the world. In global world, English is being used as a tool for interaction for non native speakers and a tool for international communication in transportation, commerce, banking, tourism, diplomacy and scientific research.

In Indonesia nowadays, people are more aware of learning English too, particularly adults. As the need of English mastery is widely required to work or study in higher education. Actually English has become one of the compulsory which people will learn in the junior high school. Since there are also many people who think that their English ability is still low though they have learned anything since senior high schools or even since college. For that reason, many people think that they need an additional course in English and then they choose to join the courses.

Indonesian government stated that an English Course belongs to non-formal education which aimed at giving either substitution, additional or enrichment of formal education to support a long life education for the citizen who needs it. It is also aimed at developing the learners' potential particularly knowledge and functional skills' mastery and also professional attitude and

personality. There are many English courses in Indonesia which have different programs and learning processes based on the learners' needs. To guide them administering the course, the government provides them with a curriculum, guideline and regulations as well as in the formal education.

Generally, the government designed the curriculum for the English course using competency-based curriculum which is based on communicative approach. The government divides the program into three; Survival English, English for Communication and Advanced Communication in English. Each of the courses might have different methods in delivering the materials but they still have the same guidelines which are stated in the curriculum.

Jogja English is one of English courses in Jogjakarta. This institution has two programs of learning; regular class and English Home. The course in a regular class is a conventional program in which learners study in a class with one teacher called instructor. The other program of the course is English Home which requires the learners to stay in a house together with one home principal as the one who maintains their ability in English. Basically they have the same goals and objectives for the students or known as members. At the first level, they are learning the survival English through different method.

The Survival English program is the program which aimed at the members to be able to get along with others by using simple language. Speaking is one of the skills needed for communication in working which demand communicative purpose both interpersonal and transactional communication. By conducting this

program, members have a broader chance to actualize their ability in speaking English. They will get an authentic environment to learn to speak English.

To know the members' achievement in speaking competences, instructors should conduct assessments. The instructor uses authentic assessment to assess members through real world tasks to show the meaningful application of knowledge and skills. The tasks can give members opportunities to show whether or not they are able to use English that they have learned.

Applying authentic assessment in speaking can use performance assessment in which members perform speaking tasks individually, in pairs or in groups. However, assessing speaking is a subjective work. Some situations such as familiarity to the members, tiredness or even happiness may influence instructors in assessing members. In order to reduce subjectivity, instructors should carry out criteria-referenced assessment. This type of assessment does not compare members against each other, but assesses how well they can do on given assessment tasks. This assessment has some criteria to know members competence on task and the instructor can make a guideline to assess it. That is what is called rubric.

The result of the researcher's observation showed that instructors in Jogja English have been applying speaking assessment through performance assessment. They also have considered some aspects of assessing speaking such as fluency, pronunciation, grammar, vocabulary and also performance. However,

they have not applied them in a rubric. Therefore, it is important to design a rubric to help the instructors to assess the speaking performance.

B. Identification of the Problem

In Jogja English, members use English as their main language. Every day they have to talk and make conversation with others by using English. Through that way members can build their skill faster. Members who join English home program come from different levels of English capability and also different knowledge background. Most of the members are collegians who need English to enrich themselves facing a step after graduation, whether they will find a job or continue to the higher study. Every month, they will be given materials about English and at end of the month there will be a final test to measure their progress.

The instructors of Jogja English play a role to keep the member's English capability increasing every time. One of the most obvious skills that will be measured in the learning process is speaking. In conducting the speaking assessment, teachers cannot do it through written assessment. They have to practice the skill as what they do in the real world. One of the techniques that teachers can use is performance assessment which has the presence of interactive tasks as the characteristic. Brown (2003: 11) stated that in such cases, the assessment involve learners in actually performing the behavior that the teacher wants to measure.

In order to design a rubric which aimed to measure members' speaking performance objectively, the instructor should know the object of the assessment so that she could select the appropriate kind of the rubric. Besides, knowledge of

the theories underlying speaking performance is important. It can help instructors to construct a speaking rubric.

The instructors of Jogja English, based on the preliminary observation, did not use any particular measurement tool to measure members' progress or capability. It is not only happening in the speaking skill but also in the other 3 skills. She gave the scoring based on her subjectivity. That is why designing rubric to assess members' speaking performance in Jogja English is essential.

C. Delimitation of the Problem

Based on the identification of the problems mentioned above, the focus of this study is to design a rubric for assessing members' speaking performance in Jogja English. Jogja English is chosen because the members come from different levels of English proficiency and they will be treated to speak English as their main language every day. The design of the rubric is based on what the instructors' need combined with the materials and activity plans stated in the syllabus for one study period.

D. Formulation of the Problem

Based on the identification and the limitation of the problem, this research is formulated as follows:

1. What needs should be included in designing a rubric for assessing members' speaking performance in Jogja English?
2. How does the researcher design a rubric for assessing members speaking performance of Jogja English?

3. Is the product effective for measuring members' speaking performance?

E. Objectives of the Research

Corresponding to on the formulation of the problem, the objectives of this research are:

1. To find out the teachers needs in assessing students performance.
2. To know how the researcher design the rubric to assess members' speaking performance.
3. To develop effective measurement tool of English speaking performance.

F. Significances of the Research

The study is expected to give valuable contributions to the English teachers, learners, the English language department students of Yogyakarta State University, and also media designers.

The contributions are as follows;

1. To the English learners at Jogja English or other courses, the researcher hopes that this study can minimize subjectivity done by the teachers and also become a guideline to measure their score's worthiness.
2. To the English instructor or teachers in English courses, this study will provide the appropriate measurement tool that can be used as fairer tools.
3. To the English Education Department of Yogyakarta State University,

This research is expected to be used as a reference to a research and

development study, especially in the field of materials development and media development.

4. To the materials and media designers, this research is expected to be used as a reference of the next teaching materials and media development.

CHAPTER II

LITERATURE REVIEW AND CONCEPTUAL FRAMEWORK

Designing a scoring rubric to assess speaking performance is an effort to minimize subjectivity in language teaching and learning process. To design an appropriate rubric, some relevant theories are needed. This chapter reviews some theories relevant to this study which is mainly at designing a rubric to assess members' of English Course's speaking performance. In this chapter, the researcher discussess the teaching of speaking in English course, language assessment and some theories about scoring rubric. In the end of this chapter, the researcher discusses the conceptual framework which underlies this study.

A. English Language Teaching and Learning

There are some definitions of language. Language is a systemic means of communicating ideas or feelings by the use of conventionalized signs, sounds, gestures, or marks, having understood meanings (Webster's Thirds New International Dictionary of English Language (1961) in Brown (2000: 5). Meanwhile, Brown gives a concise definition of language. He defines a language as follows:

1. Language is systematic.
2. Language is a set of arbitrary symbols.
3. Those symbols are primary vocal, but may also be visual.
4. The symbols have conventionalized meanings to which they refer.
5. Language is used for communication.
6. Language operates in a speech community or culture.

7. Language is essentially human, although possible not limited to human.
8. Language is acquired by all people in much the same way language and language learning both have universal characteristic.

Then, Brown (2000:6) states that learning is the process of acquiring or getting knowledge of a subject or a skill by studying experience or instruction. Based on the previous statement, Brown classifies learning into some components; they are:

1. Learning is acquisition or “getting”.
2. Learning is retention of information or skill.
3. Retention implies storage systems, memory, and cognitive organization.
4. Learning involves active, conscious focus on and acting upon events outside the organism.
5. Learning is relatively permanent but subject to forgetting.
6. Learning involves some form of practice, perhaps reinforced practice.
7. Learning is change in behavior

Language learning is a long and complex way. Language learning is the steps where the learners explore all their competences to think, feel, and act. In addition, Brown (2000: 1) also states that language learning is not a set of easy steps that can be programmed in a quick kit. It needs regular training in order to succeed in the learning process.

In relation to learning, Brown (2000:7) states that teaching is the process of guiding and facilitating learning. Teaching also enables the learners to learn and sets the condition for learning. It implies that teaching cannot be separated from learning. The teachers’ understanding of what learning will determine their understanding of what teaching is. Teachers’ understanding of how students learn

will determine their philosophy of education, teaching style, approaches, methods, and the classroom techniques. The approach, the methods, and the techniques that are used in the classroom depend on the teacher's understanding of what learning is. In other words, the concept of teaching is interpreted in line with the concept of learning.

Richards and Rodgers (2001:11) say that language teaching is hence a complex issue, encompassing socio-cultural linguistic, psycholinguistics, as well as curricula and instructional dimensions. Concerning the foreign language teaching, there are some experts pointing out that second or foreign language teaching is any activity on the part of one person intended to facilitate the learning by another person of a language which is not his/her native one.

Based on the statements above, language teaching and learning involves a lot of aspects in order to get a success. Teachers are expected to be able to set the objectives and modify their teaching style in order to accommodate the learners' needs.

B. Teaching and Learning EFL in English Course

Based on Law number 20 in the year of 2003 about Indonesian national education system, there are three education strands; formal, non formal and informal. Formal education is those which are held in formal school; elementary school, junior high school and also senior high school. Informal education is done by the family and the environment surrounded which is in form of independent learning. While non formal education is held for those who need an education

service which aims to substitute, to add or to complete the formal education deals with supporting the lifetime education. Based on the same law about Indonesian national education system part 5 about non formal education, on section 26 subsection 4, it is stated that non formal education consists of courses institution, training institution, study club, community activities centre, '*majelis taklim*', and also another education units. The course and training institution is held for those who need knowledge, life-skill and attitude to develop themselves, their profession, to work, entrepreneurship and continuing to higher education.

An English course as a part of non formal education is aimed at providing people an additional choice to learn English. Although English has been taught since elementary schools in the formal education, there are still many people who think that their ability in English is still lack. The existence of English courses in Indonesia is also supported by government by providing the institutions with the curriculum and also standard competency of English graduates (*Standar Kelulusan Bahasa Inggris/ SKL*).

Based on SKL Bahasa Inggris 2011, there are some standard competency for those who is joining an English course;

- 1) Having knowledge on language skills (speaking, listening, reading, writing) and also language components (grammar and vocabulary).
- 2) Having a proper skills in using language which can be applied actively in daily life.
- 3) Having attitudes which is suitable with the context and language varieties.

The government then made it more specific by distinguishing it into three programs; Survival English, English for Communication and Advanced Communication in English. Based on Competency-Based Curriculum for general English 2009, the system of grouping students based on their level (elementary, intermediate and advanced) is no longer used. Each of the programs has its own specific standard competency as follows;

- 1) Survival English : the students are able to use simple structures and vocabularies in doing social functions in the society.
- 2) English for Communication : the students are able to use more complex sentence structures and vocabularies in doing social functions in the society.
- 3) Advanced Communication in English : the students are able to use complex sentence structures and vocabularies in doing social functions in the society.

Based on the explanation above the teaching and learning process in English course is different with the one in the formal education. Generally, a class in English course is more flexible than the one in formal education deals with time, period spent, age of learners, content of lesson, the way lessons are organized and the assessment of the outcome. The lessons in English course are more specific and are designed to train the students to be able to apply the skills immediately in the real world.

C. The Nature of Speaking

Speaking as an oral productive skill is one of four skills of learning a foreign language. It is important to be mastered in order to achieve communicative goal in EFL. This sub chapter describes teaching and learning of speaking skill which is presented into some categories as follows;

a. Definitions of Speaking

Cameron (2001: 40) states that speaking is the active use of language to express meaning so that the other people can make sense of them. It could be said that the ability to speak a language is synonymous with knowing the language since speech is the most basic means of human communication.

Speaking requires the ability to co-operate in the management of speaking turns. It typically takes place in the real time for detailed planning as well. In this condition, a lot of memorized lexical expressions are also necessary in spoken language. Therefore, the study grammar may not be the most important matter in order to reach the most efficient way on speaking (Thornbury, 2001). Some people think that if they want to speak fluently in English, they need to be able to pronounce phonemes correctly, use appropriate stress and intonation patterns and speak in connected speech. However, speaking is more than it. Actually, the speakers of English have to be able to speak in different genres and situations (Harmer, 2007).

Chaney (1998) in Kayi (2006) argues that speaking is the process of building and sharing meaning through the use of non-verbal symbols in a variety

of contexts. Speaking is a crucial part in language learning. It needs the speakers to produce the target language in the spoken form. Moreover, it involves the speaker to use speech to express meanings to other people (Spratt, Pulverness, & Williams, 2005).

In line with some theories explained before, it comes to a conclusion that speaking is one of ways in expressing ideas, thought or feeling into words. Speaking is evenly about carrying idea in oral form to other which are considering people's perception, feeling and existing knowledge about language itself so they can perceive the message of the utterances.

b. Aspects of Speaking Skill

In teaching oral communication, there are some factors that encourage learner to gain successful practice in speaking skill beside input factor that comes from listening session. Brown (2004: 142) has broken down both microskills and macroskills of speaking:

Microskills

- a. Produce differences among the English phonemes and allophonic variants.
- b. Produce chunks of language of different length.
- c. Produce English stress pattern, word in stressed and unstressed positions, rhythmic structures, and intonation contours.
- d. Produce reduced forms of words and phrases.
- e. Use an adequate number of lexical units (words) in order to accomplish pragmatic purposes.
- f. Produce fluent speech at different rates of delivery.

- g. Monitor your own production and use various strategic device -paused, fillers, self corrections, backtracking- to enhance the clarity of the message.
- h. Use grammatical words classes (noun, verb, etc.), system (e.g., tense, agreement, pluralization), word order, pattern, rules, elliptical forms.
- i. Produce speech in natural constituents –in appropriate phrases, pause groups, breathe groups, and sentence constituents.
- j. Express a particular meaning in different grammatical forms.
- k. Use cohesive devices in spoken discourse.

Macroskills

- l. Accomplish appropriately communicative functions according to situations, participants and goals.
- m. Use appropriate registers, implicature, pragmatic conventions, and other linguistics features in face to face conversations.
- n. Convey links and connections between events and communicate such relations as main idea, supporting idea, new information, given information, generalization, and exemplification.
- o. Use facial features, kinesics, body language, and other nonverbal cues along with verbal language to convey meanings.
- p. Develop and use a battery of speaking strategies, such as emphasizing key words, rephraseing providing a context for interpreting the meaning of words, appealing for help, accurately assessing how well your interlocutor understand you.

So, the speaking ability is dealing with not only the capability in producing crrect grammar or fluently in communicating but also the circumstances that the speaker and hearer have. To gain meaningful communication, it is needs both the speaking competence and performance.

D. Language Assessment

Teaching is not only a matter of delivering materials to students and ignoring the ability of the students in implementing the materials or skills that

have been taught. To know that the materials are perceived well by the students, language assessment is needed to be conducted. This subchapter will describe the definition of language assessment, the principles of language assessment and also the types of assessment.

1. Definition of Language Assessment

Assessment according to Brown (2004: 4) is an ongoing process which deals with assessing students whenever they respond to questions, offer comments or try out new words or structures. Russel and Airasian (2012: 3) define assessment as a process of collecting, synthesizing and interpreting information to aid in decision making and its continuous part of classroom life. An assessment is a procedure for collecting data on what learners' can and cannot do (Nunan, 2004: 13). It is conducted for some purposes such as; establishing classroom equilibrium, planning and conducting instruction, placing students, providing feedback and incentives, diagnosing students' problems and disabilities, and judging and grading academic learning and progress.

Many people may think of the term 'test' when they hear the term assessment because it seems similar but is actually different. A test is a method of measuring abilities, knowledge, or performance in a subject. As a method, a test becomes a set of techniques, procedures or items that requires performance on the part of test takers. By this definition, it can be concluded that assessment has a wider domain than a test. A test itself can also be an important tool for gathering

assessment information. Brown (2004: 5) suggests the figure below to show the relationship of test, assessment and teaching;

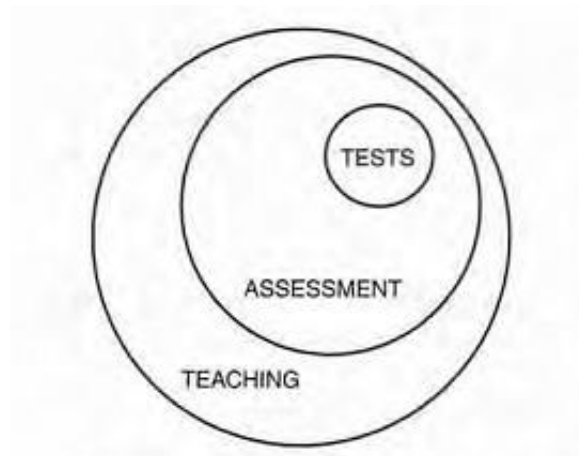


Figure 1. Test, assessment and teaching

Other than assessment and test, there is one other term that related and may cause a misunderstanding namely evaluation. Compared to assessment, evaluation has a wider domain because it is the process of studying information gathered through assessment and of making decisions about quality of students performance (Luongo-Orlando, 2003)

By those above definions, it can be concluded that testing is one of the terms of assessment which includes the more formal collection of data on learners' performance. While evaluation is the process of studying information gathered from both assessments and tests. In other words, assessment subsumes testing and in in turn subsumes evaluation.

2. Principles in Language Assessment

Assessing students' performance can be done through conducting some tests. In order to conduct a suitable test to measure students' performance, teachers may consider the principles of language assessment as follows;

a. Practicality

Brown (2004: 19) mentions that an effective test is practical. It means that the test is not excessively expensive, stays within appropriate constraints, realatively easy to administer and has a scoring evaluation procedure that is specific and time efficient. By the practicality principle, a test should be suited with both students and examiners' capability for example the number of the students, the tools and equipments the school has, the students' habit and environment. Not all tests are suitable to be conducted in every different same class.

b. Reliability

A set of test can be considered reliable if the result yielded from the test are similar eventhough it is given in different time to the same students and same ability. However, this kind of test is definitely hard to be found since there are some factors which contribute to the unreliability of test such as;

- 1) Fluctuations in the students. It can be caused by some subjective reasons like temporary illness, fatigue, bad day, anxiety and other psychological factors.

- 2) Fluctuations in scoring. It can be human errors, subjectivity and bias.

These factors deal with the rater.

- 3) Fluctuations in test administration. This term especially deals with the physical factors the school or the place where the test is conducted has such as the environment (dealing with noise), lighting, temperature, photocopying variations, the conditions of desks and chairs.
- 4) Fluctuations in the test itself. A long test may become one example of the cause of the measurement errors. The test takers may be exhausted and lack concentration at nearly the end of the test time so they respond incorrectly. Additionally, a poorly written test items (ambiguous or have more than one correct answer) can also be another source of unreliability.

Considering those factors that influence the test reliability, Hughes

(2003: 44-50) suggests some efforts to make a test more reliable:

- 1) Take enough samples of behaviour.
- 2) Exclude items which do not discriminate well between weaker and stronger students.
- 3) Do not allow candidates too much freedom.
- 4) Write unambiguous item.
- 5) Provide clear and explicit instructions.
- 6) Ensure that tests are well laid out and perfectly legible.
- 7) Make candidates familiar with format and testing techniques.
- 8) Provide uniform and non distracting conditions of administration.
- 9) Use items that permit scoring which is as objective as possible.
- 10) Make comparisons between candidates as direct as possible.
- 11) Provide a detailed scoring key.
- 12) Train scorers.
- 13) Agree acceptable responses and appropriate scores at outset of scoring.
- 14) Identify candidates by number, not name.
- 15) Employ multiple, independent scoring.

c. Validity

Hughes (2003: 26) mentions that a test is said to be valid if it measures accurately what it is intended to measure. An empirical evidence is needed to ensure that a test or assessment is valid or not. The evidences may be in the form of;

1) Content validity

A test can be said to have a content validity if its contents constitutes a representative sample of the language skills, structure, etc with which it is meant to be concerned. Content validation should be carried out while a test is being developed to avoid the case which the content of tests is determined by what is easy to test rather than what is important to test.

2) Criterion related validity

It is related to the degree to which results on the test agree with those provided by some independent and highly dependable assessment of the candidates' ability.

3) Construct validity

This evidence may support validity but does not play as large role for classroom teacher. The word construct refers to any underlying ability or trait that is hypothesized in a theory of language ability.

4) Consequential validity

Consequential validity encompasses all the consequences of a test including such consideration as its accuracy in measuring intended criteria, its impact on the preparation of test takers, its effect on the learner, and the (intended and unintended) social consequences of a test's interpretation and use.

5) Face validity

A test is said to have face validity if it looks as if it measures what it is supposed to measure. Face validity is not a scientific notion and is not seen as providing evidence for construct validity, yet it can be very important. This validity is based on the speciality of the students or examinees who take the assessment or test, the administrative personnels who decide on its use and other psychologically unsophisticated observers.

Based on some explanations above, Hughes (2003: 33) then recommends some ways to make tests more valid:

- a. Write explicit specification for the test which takes account of all that is known about the construct that are to be measured.
- b. Use direct testing whenever feasible.
- c. Make sure that the scoring of responses relates directly to what is being tested.
- d. Do everything possible to make the test reliable.

6) Authenticity

Bachman and Palmer (1996: 23) define authenticity as the degree of correspondence of the characteristics of a given language test task to the features

of a language task. In a test, authenticity may be presented in the following ways as mentioned by Brown (2004: 28):

- a. The language in the test is as natural as possible.
- b. Items are contextualized rather than isolated.
- c. Topics are meaningful (relevant, interesting) for the learner.
- d. Some thematic organization to items is provided, such as through a story line or episode.
- e. Tasks represent or closely approximate, real world tasks.

Bachman and Palmer (1996: 23-24) consider authenticity to be an important test quality because it relates the test task to the domain of generalization to which the score interpretations are wanted to be generalized. Other than that, authenticity is important because of its potential effects on test takers' perception of the test and performance.

7) Washback

Washback generally refers to the effects the tests have on instruction in terms of how students prepare for the tests. It also includes the effects of an assessment on teaching and learning prior to assessment itself. Hughes (2003: 53) uses the term backwash rather than washback to mention the effect that tests have on learning and teaching.

3. Types of Assessment

There are some types of assessment based on techniques, time implementation, and references.

a. Informal and Formal Assessment

Based on the techniques, assessment is divided into two; informal and formal assessment. Informal assessment can be in form of incidental, unplanned comment and responses along with coaching and other impromptu feedback to the students, for examples, teacher says “Good work!”, “Nice Job!” or giving smiley on students’ work without recording results and making fixed judgements about a students’ competence.

Formal assessments are exercises or procedures specifically designed to tap into a storehouse of skills and knowledge. It is systematic and planned. All tests are formal but not all formal assessment is testing.

Informal and formal assessments are both useful for making valid and useful assessments of learners’ knowledge and performance. Many teachers combine those two, for example, by evaluating one skill using informal assessment such as observing group work, and another using formal tools such as a discrete item grammar test.

b. Formative and Summative assessment

Based on the time of the implementation, assessment can be divided into two; formative and summative assessment. Formative assessment is a kind of assessment happened in front of the class during the lesson. Brown (2004) stated that formative assessment is evaluating students in the process of forming their competencies and skills with the goal of helping them to continue that growth progress. Teachers can also directly give feedback to students’ performance while

the lesson is still happening. Here is some characteristics of formative assessment based on Russel and Airasian (2012);

- 1) Occurs during instruction.
- 2) Is carried out in front of the class.
- 3) Focuses on collecting information to gauge current understanding.
- 4) Provides feedback to the students about how to improve work or deepen their understanding.
- 5) Based on both formal question and activities and informal students' cues and responses.

Formative assessment can be a form of check for understanding activity, observation, conversation with the students, etc.

On the contrary, summative assessment is a kind of assessment which is happened at the end of the lesson, unit, school year, etc. It aims to measure, or summarize what a student has grasped. This assessment also allows the teachers to compare students' performance to the objectives and standards. The example of summative assessments are the final exam in a course, general proficiency test, end-of-chapter tests, portfolios, etc.

Here is the table of comparison between formative and summative assessment taken from Russel and Airasian (2012: 124)

Table 1. Comparison of Formative and Summative Assessment

	Formative	Summative
Purpose	To monitor and guide a process while it is still in progress	To judge the success of a process and its completion
Time of assessment	During the process	At the end of the process

(continued)

(continued)

	Formative	Summative
Type of assessment technique	Informal observation, quizzes, homework, questions and worksheets	Formal tests, projects, and term papers
Use of assessment information	Improve and change a process while it is still going on	Judge the overall success of a process; grade, place, promote

c. Norm-Referenced and Criterion-Referenced Assessment

Based on the references, assessment is divided into Norm-Referenced and Criterion-Referenced assessment. Hughes (2003) mentions that norm-referenced test provides information of a student's score in relation to another students'. To rank the students is the primary issue in this kind of test. Additionally, Brown (2004) states that the purpose of a norm-referenced test is to place test-takers along a mathematical continuum in a rank order. A norm-referenced test finds the students' performance level in realation to levels of others on the same test.

According to Hughes (2003), criterion-based assessment is designed to provide information of what students' can actually do in the language. It aims to classify the students' according to whether or not they are able to perform some tasks or a set of tasks satisfactorily. The tasks are set and the performances are evaluated. It is also clarified by Burden and Byrd (2010) who said that criterion referenced assessment is used to interpret the students' performance by comparing it to some specified criterion, such as performance standard. In contrast to norm-

referenced assessment, individual mastery becomes the primary issue in this kind of test. The student who performs the tasks and pass the standard are said to be 'competent' and those who do not perform and fail the standard are said 'incompetent'. Brown (2004) cites that criterion-referenced test is designed to give students feedback, usually in the form of grades, on specific course or lesson objectives.

d. Performance Assessment

According to Russel and Airasian (2012) performance assessment is a kind of assessment that requires students to demonstrate skills and knowledge by producing a formal product and performance. Performance assessment is sometimes also known as alternative or authentic assessment. It is called as alternative assesement because it serves as an alternative to traditional assessment; e.g multiple choice or short-answered test. It is also called as an authentic assessment because the students are asked to perform real-world tasks and demonstrate meaningful application of essential knowledge and skills (Mueller, 2006).

Currently, all schools expect students to demonstrate communication skills, so reading, writing and speaking are perhaps the most common areas of performance assessment. There also is a growing emphasis on using performance assessment to determine students' undertanding of the concepts they are taught and to measure their ability to apply procedural knowledge. The argument is that if students grasp a concept or process, they should be able to explain and use it to

solve real-life problems. The examples of performance assessment are musical, dance or dramatic performance, science lab demonstration, typing test, debate, oral presentation, cooperation in groups, etc.

The activities in performance assessment may be the same with those informal and spontaneous activities used by teachers to learn about students and obtain information about the moment to moment success of their instruction. To make it more formal and structured, teachers should arrange the conditions in which the performance or product is demonstrated and judged. Russel and Airasian (2012) then stated that every performance assessment should;

- 1) Have clear purpose that identifies the decisions to be made based on the performance assessment.
- 2) Identify observable aspects of the student's performance or product that can be judged.
- 3) Provide an appropriate setting for eliciting and judging the performance or product.
- 4) Provide a judgement or score to describe performance.

By those explanations above, it can be concluded that performance assessment suits Communicative Language Teaching well and it can also be considered as a type of test because it is a formal procedure to gather informations about student's ability to apply knowledge and demonstrate specific skills or behaviors.

E. Assessing Speaking

Brown (2004: 140) cites, in productive performance, the oral or written stimulus must be specific enough to elicit output within an expected range or

performance such that scoring or rating procedures apply appropriately. It can be simply said that input factor will give influences in the output so that the brainteaser and stimulus must be adequate for every speaking activities.

In designing speaking activities or instructional materials for EFL teaching, it is also necessary to recognize the very different functions speaking performance in daily communications and the different purpose for which our students speaking skill. For any activity we use in class whether it be one that seeks to develop proficiency in using talk as interaction, transaction, or performance, it is needed to be considered what successful completion of the activity involves.

To assess students speaking performance, we may consider;

a. Types of classroom speaking performance

Teaching speaking in an interactive classroom should be dealt with both interpersonal and transactional dialogues. The speaking performance has some levels starting from the simplest performance up to the highest one. Brown (2001: 271-274) mentions and explain six categories of classroom speaking performance;

1. Imitative

This category goes for the ability of the students to copy some part of language not for the purpose of meaningful interaction but for focusing on some particular elements of language form.

2. Intensive

This category goes one step beyond imitative to include any speaking performance that is designed to practice some phonological or grammatical aspects of language.

3. Responsive

This category deals with students' speech in the classroom. It is including short replies to teacher or student-initiated questions or comments.

4. Transactional

Transactional language is carried out for the purpose of conveying or exchanging specific information. It is an extended form of responsive language.

5. Interpersonal

Interpersonal language carried out more for the purpose of maintaining social relationships than for the transmission of facts and information.

6. Extensive (monologue)

This category is commonly found in the students at intermediate to advanced levels. They are asked to give extended monologues in the form of oral reports, summaries, or perhaps short speeches.

By considering those above explanations, teacher then may decide what kind of activities or tasks to assess students' speaking performance.

b. Classroom Speaking Activities

Applying speaking tasks in an English classroom is basically important, Harmer (1998: 87-88) mentions three reasons why teachers should conduct speaking in their English classroom. First, through speaking tasks, students can rehearse the skill by having discussions or practicing some conversations. Second, speaking tasks provide feedback for both teachers and students. Teachers may evaluate how well the class is doing and what language problems the class are having. Students can see how easy they find a particular kind of speaking and what they need to improve.

Conducting performance assessment on the speaking skill also needs knowledge of possible activities in the classroom. It is important to make students perform meaningful speaking activities. Harmer (2001: 271-275) suggests some activities related to the classroom speaking as presented below;

- 1) Acting from a script
- 2) Communication games
- 3) Prepared talks
- 4) Questionnaires
- 5) Simulation and role play

Those activities are important to consider when the English teachers want to make students speak during the teaching learning process. Teachers may also use them to assess students' speaking performance. Therefore, teachers could see

whether students have achieved the competency in performing speaking in English.

c. Aspects of Classroom Speaking Performance

To reduce the subjectivity in assessing speaking, there are some aspects of classroom speaking performance that should be considered;

1) Fluency

Fluency deals with how comfortable students are when they speak, how easily the words come out, whether there are great pauses and gaps in the student's speaking ability goal. It deals with the quality of the way they speak fluently.

2) Accuracy

Spratt (2005: 34) defines accuracy as the use of grammar, vocabulary and pronunciation. And Miller (2003) says accuracy as the ability to produce connect sentences using correct grammar and vocabulary. He said that accuracy is relative. As we can show that a child i early primary is not capable of the same level of accuracy as an adult.

3) Interaction

Brown (2001) mentioned that the greatest difficulty that the learners encounter in attempts to speak is not the multiplicity of sounds, words, phrases, and discourse forms that characterize any language, but rather the interactive nature of most communication.

F. Designing the Scoring Rubric

1. Definition of a rubric

According to Stevens and Levi (2005: 3) a rubric is a scoring tool that lays out the specific expectations for an assignment. A rubric divides an assignment into its component parts and provides detailed descriptions of what constitutes acceptable or unacceptable levels of performance for each of those parts. Rubrics are typically the specific form of scoring instruments used when evaluating students' performances or products resulting from a performance task.

Based on the evaluation criteria, there are two kinds of rubric;

a. Holistic rubric

A holistic rubric consists of a single scale; it might be a checklist or a description of each attainable level of performance. Mueller (2014) stated that a holistic rubric assigns a level of performance by assessing performance across multiple criteria as a whole.

3 - Excellent Researcher
<ul style="list-style-type: none">• included 10-12 sources• no apparent historical inaccuracies• can easily tell which sources information was drawn from• all relevant information is included
2 - Good Researcher
<ul style="list-style-type: none">• included 5-9 sources• few historical inaccuracies• can tell with difficulty where information came from• bibliography contains most relevant information

1 - Poor Researcher
<ul style="list-style-type: none"> • included 1-4 sources • lots of historical inaccuracies • cannot tell from which source information came • bibliography contains very little information

Figure. 2. The example of a holistic rubric

b. Analytical rubric

Analytical rubric consists of multiple, separate scales, and provides a set of scores rather than just one. It also provides feedback to students by letting the students know exactly which elements of the skill were mastered and which need more practice.

Criteria		1	2	3
Number of Sources	x1	1-4	5-9	10-12
Historical Accuracy	x3	Lots of historical inaccuracies	Few inaccuracies	No apparent inaccuracies
Organization	x1	Can not tell from which source information came	Can tell with difficulty where information came from	Can easily tell which sources info was drawn from
Bibliography	x1	Bibiliography contains very little information	Bibliography contains most relevant information	All relevant information is included

Figure 3. The example of an analytical rubric.

The previous figure of a holistic rubric can be changed into this above analytical rubric. Mueller (2014) stated that an analytic rubric articulates levels of performance for each criterion so the teacher can assess student performance on each criterion.

2. Designing the scoring rubric for assessing speaking performance

Determining the kind of rubric which is going to be used to assess students' speaking performance becomes the first step. Then designing the rubric which represents the aspects of assessment as explicit as possible is the next step. Besides, the designed rubric should be usable and interpretable to avoid ambiguity. Weigle (2002) proposes some factors to consider in designing a scoring rubric. Although this factors listed are actually for designing writing rubrics but it can be also applied to start constructing speaking rubrics as well;

- a. Who's going to use the scoring rubric
- b. What aspect(s) of speaking are most important and how will they divided up?
- c. How many points or scoring level will be used?
- d. How will the scores be reported?

Stevens and Levi (2005) mention four basic stages in constructing a rubric;

Stage 1. Reflecting. In this stage, the constructor takes the time to reflect on what is wanted from the students, why created the assignment, what happened the last time it is given, and what was the expectation of the teaching learning process.

Stage 2. Listing. In this stage, the constructor focuses on the particular details of the assignment and what specific learning objectives hope to see in the completed assignment.

Stage 3. Grouping and Labeling. The constructor organizes the results of the reflections in stage 1 and 2, grouping similar expectations together in what will probably become the rubric dimensions.

Stage 4. Application. In this stage the constructor will apply the dimensions and descriptions from stage 3 to the final form of rubric.

In designing rubrics, it should also be considering the components of rubrics as follows;

1. Criteria

Criteria are indicators of good performance of task which are used to assess students' speaking performance. Each aspect of speaking has different criteria. The criteria represent the quality of the performance that students should carry out.

2. Levels

Levels in a rubric are used as directions or points to measure in what level the quality of students' performance is. There are some ways to describe the levels' mastery. Some experts use descriptive scales such as 'poor', 'adequate', 'good', and 'experts'. However, mathematical scales such as 1-2-3-4-5 can also be applied. Both descriptive scales and numerical scales aim to describe the students' performance from none to complete mastery.

There is no set formula for the number of levels a rubric scale should have. Most experts prefer to clearly describe the performance in three or even five levels in a rubric. However Blaz (2001) argues that five levels are enough as the more

levels are considered difficult to differentiate and to articulate precisely the quality of students' work.

3. Descriptors

Descriptors explain the achievement for each level of performance in each aspect of assessment. The descriptors will make the teachers easier in grading students' work as each level has different descriptor for achievement. However, defining scale points with unambiguous descriptions is important. Therefore, the researcher should describe how the 'excellent', 'good', 'average' or other descriptors of achievements in the descriptor look like. The clear definition is expected to limit raters' tendencies to subconsciously bias scores and to enhance reliability of judgments.

2. Conceptual Framework

Based on the literature review described previously, a conceptual framework related to rubric to assess speaking performance is constructed. This conceptual framework is aimed at focusing this research study on the problem concerned.

English has four language skills namely listening, speaking, reading, and writing. Speaking is categorized into a productive skill. In order to have a good ability in speaking, students need to practice. The students of an English course are expected to be able to speak at least a survival English in the basic level of the course. The students' ability in speaking needs to be measured in order to know their achievement. Therefore, there should be an assessment.

In relation to assessing speaking, the teachers need a rubric to help them to grade students' speaking performance. A rubric provides particular criteria as the guidance for the teachers to assess students' work. A rubric will help teachers to keep on track the aspects being assessed. It will protect the assessment from some factors of subjectivity which may interfere.

Based on the explanation above, the use of a speaking scoring rubric is important to enhance English language teaching. Then, this research aims at designing a scoring rubric to assess speaking performance in an English Course.

CHAPTER III

RESEARCH METHODOLOGY

This chapter discusses on the research method comprising the type of the study, the setting, the research procedure, the data collection technique, the research instruments and the data analysis technique.

A. Type of the Study

This research is classified into Research and Development (R&D) because the objective of this research is to develop a finished product that can be used in educational programs (Borg, 1981:221). The finished product of this research is an analytic rubric which is used to assess students' speaking performances.

B. Subject of the Study

The population of the study was the English instructors of Jogja English. Seven instructors of Jogja English were involved in getting the data of needs analysis. However, only two instructors were involved as the sample of the research. Two of them were instructors of speaking class of regular program. The rubric was tried out in two regular classes.

C. Setting

The research was conducted in Jogja English, an English course which is located in Jln. Kledokan IV, Yogyakarta, and also English Home, an English

course which is in form of a boarding house located in Jl. Nangka no. 189 Mundu, Catur tunggal, Depok, Sleman, Yogyakarta.

D. Instruments of the Research

In order to collect the data, research needs instruments. The instruments in this research were in the form of questionnaire. The questionnaire was administered as a need analysis. The organization of this questionnaire is shown in the following table.

Table 2. The Outline of the Questionnaire for the Need Analysis

Purpose of Question	Components	Question number
To find some personal information of the English teacher	a. Name of the teacher b. Classes being taught c. Education background d. Teaching experience	Part I 1 – 3
To find some information on how English is taught in English Course	Description on how English is taught in an English course.	Part II 1 – 2
To find some information on how the English skills are taught in English course and the differences in time allocation for each skill.	Listening, Speaking, Reading, Writing.	Part II 3 & 5
To find some information of speaking tasks in English course.	Kinds of speaking tasks.	Part II 4
To find some information of the students' ability in speaking	Description of students' ability in speaking	Part II 6 – 7
To find some information about the criteria to assess students' speaking performances.	Aspects of speaking to consider.	Part II 8 – 9
To find some information about the explicitness of the performance assessments to the students.	Information about the criteria of the assessment told to the students.	Part II 10

Beside the questionnaire for the needs analysis, the researcher also administered a questionnaire for the expert judgement. The organization of the questionnaire is shown in the following table.

Table 3. The Outline of the Questionnaire for the Expert Judgement.

Aspects	Indicators	Question number
Dimension of the rubric	<ol style="list-style-type: none"> 1. The coverage of the essential parts of the students' performance. 2. The description of each dimensions. 3. The differentiation among all dimension. 4. The understandable skill's represented by the dimension 	Part A Number 1 – 4
The descriptors of the rubric	<ol style="list-style-type: none"> 1. The match of the descriptors and dimension. 2. The statements of the descriptors. 3. The equality of the descriptors and scores. 	Part B Number 1-3
The overall rubric	<ol style="list-style-type: none"> 1. The terms and diction used in the rubric. 2. The skills that measured by the rubric. 3. The content of the rubric. 4. The information about the students' evaluation procedure. 5. The chance of students' improvement. 	Part C Number 1 – 5
The fairness of the rubric.	<ol style="list-style-type: none"> 1. The free of bias rubric. 2. The use of the rubric as a student's feedback. 3. The application of the rubric to all speaking tasks. 	Part D Number 1 – 3

The researcher also carried out an interview with the instructors after conducting the try-out.

E. Data Collection Technique

The data of this research were collected through implementing the instruments. The researcher distributed the questionnaires of need analysis to ten English instructors of Jogja English in order to get the data of speaking assessment conducted in the English course and how to implement the rubric for the research. The researcher also distributed a questionnaire to the expert judgement in order to get the opinions and evaluation to the rubric designed. To the expert judgement, the researcher gave a 5-point marking scale questionnaire which measure every statements from excellent (point 5) to poor (point 1).

Besides, when the researcher was conducting the the try-out, she also carried out interviews with the two English teachers involved in her research. Each interviews was conducted with one teacher after the speaking assessment in one class. The interview data were then transcribed.

F. Data Analysis Technique

The data collected in this research needed to be analyzed to gain the result and conclusion of the research. The data were qualitative in nature. They consisted of the results of needs analysis questionnaire. The results of the needs analysis were used to get what English teachers' need in conducting speaking assessment. The data were based on the empirical conditions in the field, about English teachers' experiences in using the rubrics to assess students' speaking performance. The data of the interviews in the try-out were used to analysed whether the rubric was applicable in assessing speaking performances. The

researcher took these data to support the evaluation of the rubric which was then used to revise the rubric.

G. Research Procedure

In conducting this research, the researcher adopted some steps as proposed by some R&D and material development experts. This research was done by following some steps below.

1. Conducting Need Analysis

Needs analysis is an important step in conducting R&D study. It was conducted first and was the base for the next steps. Needs analysis is aimed at obtaining data and information about the target needs and learning needs. The target needs are what the learner's need to do in the target situation, comprising the necessity, lacks and wants of the learners (Hutchinson, Water, 1987: 55). Dick and Carey in Gall, Gall and Borg (2003: 570) state that step I involves the definition of goals for the instructional program or product, which often includes a need analysis.

In this step, the researcher conducted need analysis to collect the data of what English teacher needs in conducting the performance assessment in speaking. It is used to collect information on how the rubric to assess students' speaking performance should be created.

2. Designing Analytic Rubric

After conducting the needs analysis, the researcher then designed a rubric considering the result by following the steps proposed by Stevens and Levi (2005:

29). The first step is reflecting where the researcher reflected on what the students and teachers want, why created the assignment, what happened last time it was given and what our expectations are. In the second step called listing, the researcher focused on the particular details of the assignment and what specific learning objectives hoped to see in the completed assignment. The third step is grouping and labelling where the researcher organized the results of the reflections made in stage 1 and 2, grouping similar expectations together in what will probably become the rubric dimensions. In the last stage called application, the researcher applied the dimensions and descriptions from stage 3 to the final form of rubric.

Only one rubric was created to all kinds of speaking tasks in assessing students' performance consisted of 4 aspects; fluency, accuracy, interaction and range of language. Each aspect had criteria of speaking performance and each aspect was written in five levels ranging from five to one. The highest level was 5 and the lowest one was 1. Each level has its own descriptor so that the teacher knew the description of each level to determine what level a student is in performing speaking during the speaking assessment.

3. Evaluating the Rubric

After the rubric was designed, the researcher conducted evaluation. This evaluation involved the three last steps proposed by Dick and Carey in Gall, Gall and Borg (2003: 570); design and conduct formative evaluation of instruction. After the researcher designed the rubric, the first evaluation was conducted by the researcher's consultant. The judgement was conducted to know whether the rubric

has good constructs so that it can be applied to the students. Besides, the researcher discussed the rubric with English teacher to explain and to have an agreement toward its content. After that, the teacher applied to assess the students' speaking performances. The rubric was implemented through trying it out during the final test of a learning period in the English course.

After trying the rubric out, the researcher conducted an interview with the English teachers involved in the research to gain some information about the rubric design. The information gathered from the teachers then become the considerations for the researcher to make some revisions to the rubric.

4. Writing the Final Draft or the Rubric

After revising the rubric based on the teachers involved in the research's suggestion, the researcher then wrote the final draft of the rubric.

CHAPTER IV

RESEARCH FINDINGS AND DISCUSSION

A. Research Findings

This chapter presents the research findings which consists of the result of the need analysis, the process of designing the rubric and the field tests of the rubric. The data found in the need analysis were employed as the preliminary data of this study and were utilized in planning the next stage of the study. This section also describes the process of designing an analytical rubric which was used in the preliminary field test, and the field test itself which involved tryout and implementation of the rubric. The findings of the research are described, analyzed and also discussed.

1. The Result of the Needs Analysis

The first step in this study was conducting the needs analysis. The needs analysis was considered important as it provided inputs for the researcher to design the rubric. The researcher administered questionnaires of the needs analysis in order to get information related to the speaking assessment. The questionnaires consisted of two parts, the first part aimed to know the instructors' personal information and the second one aimed to gain the information related to the assessment. The questionnaires were in the form of open ended form to give freedom to answer based on the instructors' view.

The questionnaires were distributed to the instructors' of Jogja English on 15th of September 2014. On the next day, the results were collected but only 7 out of 10 questionnaires were returned and fulfilled.

The result of the questionnaires showed that speaking is one of the skills that is uneasy to teach and evaluate since it has some particular aspects to be considered in the assessment. Moreover, the instructors added that subjectivity was another particular aspect which matters in assessing speaking. They also pointed out that implementing a rubric would make the assessment easier as each student had different ability which also needed different feedback. Then, the instructors suggested some aspects to consider in the rubric such as fluency, accuracy, pronunciation and communicative ability.

After the researcher conducted the needs analysis, she tried to design the rubric based on the result of needs analysis. Then, she consulted the designed rubric to the expert.

2. Designing the Rubric

After the needs analysis had been done, the researcher started to write the rubric. She used the result of the needs analysis and the relevant theories of speaking assessment as the guideline. The researcher involved four aspects of speaking namely accuracy, fluency, interaction and range of language. Those speaking aspects were chosen based on the questionnaire given to the instructors on the prior needs analysis stage. In the questionnaire administered, there was a question about what aspects should be involved in the rubric design. The

instructors gave various answers such as fluency, accuracy, vocabulary, grammar, pronunciation, communicative ability, diction, content, context, gesture and activeness. The fluency and grammar aspect was mentioned by all the instructors followed by vocabulary, accuracy and pronunciation aspect which were mentioned by six to three instructors. All the aspects mentioned by the instructors became the researcher's consideration in designing the rubric.

Since there were many aspects which has mentioned by the instructors, the researcher then decided to group some aspects into one to make the rubric more efficient. The grammar and vocabulary aspects were become in one aspect namely accuracy. The aspect of pronunciation was also included in fluency. Content, context and activeness become one in the aspect namely interaction. In grouping the aspects, the researcher considered the theory of oral communication skill proposed by Brown (2001).

After grouping the aspects, the researcher then started to write the first draft of the rubric by using the five-level rubric format as seen below;

Table 3. The Format of the Rubric.

ASPECT CRITERIA :	
SCORE	DESCRIPTION

Based on the model above, the term ‘aspect’ was fulfilled by the aspect of speaking, for example accuracy. It was followed by the criteria that were the descriptions of good performance or the standard of achievement. Additionally, the table consisted of two rows and five columns. The rows were score and descriptor. The scores were organized from 5 to 1 and followed by the description of achievement in the descriptor column.

3. The First Draft of the Rubric

The first draft of the rubric was developed by the researcher according to the result of the needs analysis and the appropriate theories. It can be seen on the appendix C. After the draft ready, the researcher then consulted it with her thesis supervisor and the speaking expert. The speaking expert was *Bapak* Ari Purnawan, M.Pd, M.A, one of the English Education Department’s lecturer.

The speaking expert gave notes to all four aspects that needed to be revised as described below.

a. Accuracy

In the first draft, the researcher used the term ‘accuracy’ to refer to the use of grammar and vocabulary. The highest score would be gained by the students who make a very limited to zero mistake on grammar and having a high consistency in choosing vocabularies related to the topic given. The lowest score was gained by the students who made a lot of mistakes on grammar and sentences structures which destruct the listeners’ understanding and impeded the communication.

The speaking expert, then, argued that the aspect of accuracy was still narrow since the measurement for those who always made mistakes in every sentences and also choose wrong vocabularies was still uncovered. He also mentioned that the term ‘asking to the instructor’ is too narrow and did not give a space to explore the cause of the bad vocabularies the students’ have. Table 4 below shows the result of the rubric validation of accuracy.

Table 4. The Result of Rubric Validation of Accuracy

ASPECT		NOTES
SCORE	DESCRIPTION	
5	<p><i>Sangat baik dalam membuat kalimat dan jarang sekali membuat kesalahan kecuali kesalahan kecil yang tidak mengganggu komunikasi.</i> (Showing a very good ability in making sentences and very rarely making mistakes except a little mistake which does not impede the communication.)</p> <p><i>Sangat baik dan konsisten dalam pemilihan kosakata, sesuai dengan topik.</i> (Showing a high consistency in choosing vocabularies which is suitable with the topic.)</p>	<p><i>Apakah sudah dapat menjangkau semua tingkat?</i> <i>Bagaimana dengan yang sama sekali tidak mampu (selalu/semua kalimat salah) ? Kosakata semua tidak tepat?</i></p>
4	<p><i>Baik dalam membuat kalimat, sesekali terjadi kesalahan namun tidak mengganggu komunikasi.</i> (Good in making sentences, sometimes make mistakes but does not impede the communication.)</p> <p><i>Baik dalam memilih kosakata, sesuai dengan topik.</i> (Good in choosing vocabularies and suitable with the topic.)</p>	<p>(Has this rubric covered all the levels? How about those who’s - totally unable (always/all sentences are wrong)? - How if all vocabularies were not suitable?)</p>
3	<p><i>Cukup baik dalam membuat kalimat, sesekali terjadi kesalahan namun tidak terlalu mempengaruhi komunikasi.</i> (Good enough in making sentences, sometimes make mistakes but does not impede the communication much.)</p>	<p><i>Bertanya pada guru terlalu sempit, tidak membuka ruang bagi penyebab buruknya vocab yang lainnya.</i> (Asking the isntructor is too narrow and does not open a space to explore the causes of the bad vocabularies.)</p>

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SCORE	DESCRIPTION	NOTES
	<p><i>Cukup baik dalam memilih kosakata yang digunakan, cukup sesuai dengan topik. Sese kali berpikir untuk mendapatkan kosakata yang diinginkan tetapi tidak bertanya pada guru.</i> (Good enough in choosing vocabularies and suitable enough with the topic. The student sometimes take time to think of the vocabularies but does not ask the instructor.)</p>	
2	<p><i>Beberapa kali membuat kesalahan pada kalimat yang diucapkan yang sesekali mengganggu pemahaman pendengar atau mengganggu komunikasi yang terjadi.</i> (The student sometimes made mistakes on the sentences which sometimes impede the listeners' understanding or the communication.)</p> <p><i>Kosakata yang digunakan terbatas dan terkadang tidak tepat dengan topik, terkadang bertanya kepada guru tentang arti kata yang dia inginkan dalam bahasa Inggris.</i> (The vocabularies used are limited and sometimes do not suit the topic. Sometimes ask the isntructor the English form of the words that the student wants to use.)</p>	
1	<p><i>Sering membuat kesalahan pada kalimat yang diucapkan yang mengganggu pemahaman pendengar atau pada komunikasi yang terjadi.</i> (Usually make mistakes in making sentences which impede the listeners' understanding and also the communication.)</p> <p><i>Kosakata yang digunakan sering tidak tepat dengan topik, bahkan sering bertanya pada guru tentang bentuk Inggris dari pilihan kata yang ingin dia gunakan.</i> (Vocabularies used usually do not suit the topic even the students usually ask the instructors about the English form of the words that choosen.)</p>	

b. Fluency

The second aspect the researcher put in the rubric was fluency. It was about the length of utterances that the students' made, the hesitations, flow of speech

and pronunciation. The highest score was for the student who deliver every topic that given fluently and effectively with no or rare hesitation. While the lowest one was given for those who was having difficulty in delivering easy topic and almost unable to deliver the more complex topics. They also have full of hesitation in pronouncing and delivering meaning that end up impeded the speaking.

To this aspect, the speaking expert gave notes that the aspect of lenght of utterances was not explicitly described yet. Other than that, the expert also added a note about pronunciation aspect especially about mispronouncing words that was not available yet. Table 5 below shows briefly the result of the validation of the fluency.

Table 5. The Result of the Validation of Fluency

ASPECT		NOTES
SCORE	DESCRIPTION	
5	<p><i>Menyampaikan topik apapun dengan lancar dan efektif.</i> (Delivering topics fluently and effectively.)</p> <p><i>Sangat jarang terjadi keragu-raguan dalam pengucapan dan penyampaian maksud.</i> (Rarely shows hesitation in pronouncing and delivering meaning.)</p>	<p>1. Belum secara eksplisit mengulur aspek 'length of utterances'</p> <p>2. Bagaimana dengan pronunciation (mispronouncing words)? Belum ada.</p>
4	<p><i>Menyampaikan topik dengan lancar baik menggunakan ungkapan yang panjang maupun pendek secara spontan.</i> (Delivering the topic fluently and using both long and short utterances well and spontaneous.)</p> <p><i>Terkadang ragu-ragu dalam pengucapan dan penyampaian maksud hanya pada topik-topik yang sangat kompleks.</i> (Sometimes shows hesitation in pronouncing and delivering meaning only on a very complex topic.)</p>	

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SCORE	DESCRIPTION	NOTES
3	<p><i>Menyampaikan topik dengan cukup lancar.</i> (Fluent enough in delivering topics.)</p> <p><i>Beberapa kali ragu-ragu terhadap pengucapan dan penyampaian maksud terutama pada topik-topik yang kompleks.</i> (Some times shows hesitation in pronouncing and delivering meaning especially on complex topics.)</p>	
2	<p><i>Agak terputus-putus saat menyampaikan topik yang sederhana namun kesulitan dalam menyampaikan topik yang kompleks.</i> (Do some pauses when delivering simple topics but show difficulties in delivering complex topics.)</p> <p><i>Sering ragu-ragu dalam pengucapan dan penyampaian maksud sehingga mengganggu kelancaran berbicara.</i> (Often show hesitation in pronouncing and delivering meaning which impede the fluency of speaking.)</p>	
1	<p><i>Terputus-putus dalam menyampaikan topik yang sederhana, dan sangat kesulitan dalam menyampaikan topik yang lebih kompleks.</i> (Do many pauses in delivering simple topics and so difficult delivering more complex topics.)</p> <p><i>Sering terjadi keragu-raguan dalam pengucapan dan penyampaian maksud sehingga sangat jelas mengganggu kelancaran berbicara.</i> (Often show hesitations in pronouncing and delivering meaning which obviously impede the speaking.)</p>	

c. Interaction

Interaction consisted of the students' understanding on what others' said, the contribution in the conversation and the content delivered. Students are expected to contribute in developing complex topics easily and effectively, understand and involved in the conversation consistently and also delivering the topic given properly and effectively.

To this aspect, the expert gave the evaluation on the diction of the description such as the use of effective in poin 5 and ‘tidak melebar’ in poin 4 were considered same in meaning. Other than that, the use of ‘enough’ in poin 3 was less measurable. Table 4.4 below shows briefly the result of the validation of the interaction.

Table 6. The Result of the Validation of Interaction

ASPECT		NOTES
SCORE	DESCRIPTION	
5	<p><i>Siswa dapat dengan mudah dan efektif berkontribusi dalam pengembangan topik yang kompleks.</i> (Student can easily and effectively contribute in developing complex topic.)</p> <p><i>Siswa dapat mengerti dan terlibat dalam pembicaraan secara konsisten.</i> (The student is able to understand and involve in the conversation consistently.)</p> <p><i>Siswa dapat menyampaikan topik dengan tepat dan efektif.</i> (The student is able to deliver the topic properly and effectively.)</p>	<p>1. Kata ‘efektif’ pada poin 5 dan ‘tidak melebar’ di poin 4 sama.</p> <p>2. Kata ‘cukup’ di poin 3 kurang terukur.</p>
4	<p><i>Siswa dapat berkontribusi secara efektif dalam pengembangan topik yang kompleks.</i> (The student may be able to contribute effectively in developing complex topic.)</p> <p><i>Siswa dapat mengerti lawan bicara dan terlibat dalam pembicaraan walaupun sesekali meminta klarifikasi pada lawan bicara.</i> (The student may be able to understand what other people say in a conversation although he/she sometimes need some clarifications.)</p> <p><i>Siswa menyampaikan topik dengan tepat dan tidak melebar.</i> (The student deliver the topic properly and not too much.)</p>	
3	<p><i>Siswa cukup berkontribusi dalam pengembangan topik yang kompleks sekalipun.</i> (The student make enough contribution in even developing complex topic.)</p> <p><i>Siswa dapat mengerti lawan bicara dengan baik dan terlibat dalam pembicaraan walaupun sering meminta klarifikasi pada lawan bicara.</i></p>	

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SCORE	DESCRIPTORS	NOTES
	<p>(The student may be able to understand others' speaking well and involve in the conversation although he/she often ask some clarifications.)</p> <p><i>Siswa menyampaikan topik dengan cukup.</i></p> <p>(The student deliver enough of the topic.)</p>	
2	<p>Siswa berkontribusi dalam pengembangan topik yang familiar tetapi kesulitan dalam mengembangkan topik yang kompleks.</p> <p>(The student may be able to contribute in developing familiar topic but find difficulties in developing complex topic.)</p> <p><i>Siswa dapat mengikuti pembicaraan dalam topik yang dia mengerti tetapi kesulitan mengikuti dan terlibat pembicaraan dalam topik yang kompleks.</i></p>	
	<p>(The student may be able to follow the understandable topic but find difficulties in following and involving in complex topic.)</p> <p><i>Siswa beberapa kali menyampaikan hal-hal yang tidak berhubungan dengan topik yang dibicarakan.</i></p> <p>(The student sometimes delivering terms that unrelated with the topic.)</p>	
1	<p><i>Siswa berkontribusi dalam pengembangan topik yang dia mengerti tetapi sangat kesulitan pada topik yang kompleks.</i></p> <p>(The student may be able to contribute in developing understandable topic but find very difficult developing complex topic.)</p> <p><i>Siswa dapat mengikuti pembicaraan pada topik yang dia mengerti tetapi sangat kesulitan mengikuti dan terlibat dalam pembicaraan dengan topik yang kompleks.</i></p> <p>(The student may be able to follow the conversation in his/her understandable topic but find very difficult to follow and involve in the conversation with complex topic.)</p> <p><i>Siswa sering menyampaikan hal-hal yang tidak berhubungan dengan topik yang sedang dibicarakan.</i></p> <p>(The student often deliver terms which is unrelated with the topic.)</p>	

d. Range of Language

The range of language consists of complexity of grammar, syntax and vocabulary mastery. The highest score of this aspect would be gained by the students who showed their flexibility in developing ideas by using linguistic competences. While the lowest score would be gained by those who used a very limited grammar and syntax variation and always showed limited lexical competences to finished the tasks.

In this aspects, the expert gave corrections on poin 5 which consisnted of two sentences while the rests consisted of only a sentence long. Other than that, the expert noticed that there were two same statements on poin 2 and 1; ‘sering menunjukkan keterbatasan kemampuan lexical dalam menyelesaikan tugas.’

Table 7 below shows briefly the result of validation of the range of language.

Table 7. The Result of the Validation of Range of Language

ASPECT		NOTES
SCORE	DESCRIPTION	
5	<i>Menunjukkan kemampuan mengembangkan ide dengan fleksibel menggunakan kemampuan linguistik.</i> (show the ability of developing idea flexibly using linguistic ability.) <i>Menggunakan variasi syntactical structures dengan tepat dan menunjukkan kemampuan lexical yang bagus.</i> (Using vaious syntactical structures properly and show a good lexical ability.)	1. Poin 5 ada 2 kalimat sementara poin lain hanya satu? 2. Kalimat ‘... sering menunjukkan keterbatasan kemampuan lexical dalam menyelesaikan tugas.’ Pada poin 2 dan 1 sama?
4	<i>Hampir selalu menggunakan variasi grammatical dan syntactical structures dan hampir selalu menunjukkan kemampuan lexical yang cukup bagus dalam menyelesaikan tugas.</i> (Almost always using various grammatical and syntactical structures and almost always show quite good lexical ability in doing tasks.)	

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SCORE	DESCRIPTORS	NOTES
3	<i>Sering menggunakan beberapa variasi grammar dan syntactical structures dan sering menunjukkan kemampuan lexical yang cukup untuk menyelesaikan tugas dengan cukup bagus.</i> (Often use some variety of grammar and syntactical structures and often show enough lexical ability to finish the task well.)	
2	<i>Sering menggunakan variasi grammar dan syntax yang terbatas dan sering menunjukkan keterbatasan kemampuan lexical dalam menyelesaikan tugas.</i> (Often use limited grammar and syntax and often show the lack of lexical ability in finishing the task.)	
1	<i>Siswa menggunakan variasi grammar dan syntax yang sangat terbatas dan sering menampakkan keterbatasan kemampuan lexical ketika berusaha menyelesaikan tugas.</i> (Use a very limited variety of grammar and syntax and often show the lack of lexical ability in finishing the task.)	

Beside those evaluation above, the expert also gave extra notes about the rubric in general. The first one was about the differences in each dimension which was still unclear. The second one was about the descriptors that was still a bit confusing because of the similarity of the criterias which still appeared. The last note was about the existance of some difficult and segmented terms in some parts of the rubric.

After those above evaluation, the researcher, then, made some revision on the rubric based on the notes given.

4. The Evaluation of the Rubric

After the researcher got the evaluation result of the first draft of the rubric, then she made some corrections or revisions on the rubric based on the notes given by the expert. The researcher changed some parts that needed to be corrected. Below were some revisions that made.

1. Accuracy

In the accuracy aspect, the expert said that it was still lack of the description for the students who always unable to make proper sentences and also almost all the vocabularies were wrong. Beside that, the expert also gave additional note that the indicator 'asking to the instructor' is too narrow to be the cause of students' lack of vocabularies.

Based on the notes above, the researcher then made revisions on some points as shown on the table below.

Table 8. The Differences of the Descriptors of Accuracy in the First and Second Draft of Rubric

	Before the Revision	After the Revision
3	<i>'..... cukup baik dalam memilih kosakata yang digunakan, cukup sesuai dengan topik. Sese kali berpikir untuk mendapatkan kosakata yang diinginkan tetapi tidak bertanya pada guru.'</i>	<i>'..... cukup baik dalam memilih kosakata yang digunakan, sesuai dengan topik walaupun sese kali terdiam untuk mencari kosakata yang diinginkan.'</i>
2	<i>'.....beberapa kali membuat kesalahan pada kalimat yang diucapkan yang sese kali mengganggu pemahaman pendengar atau mengganggu komunikasi yang terjadi. Kosakata yang digunakan terbatas dan</i>	<i>'..... beberapa kali membuat kesalahan pada kalimat yang diucapkan sehingga sese kali mengganggu pemahaman pendengar atau mengganggu komunikasi yang terjadi. Kosakata yang digunakan sangat</i>

	<i>terkadang tidak tepat dengan topik, terkadang bertanya pada guru tentang arti kata yang diinginkan dalam bahasa Inggris.'</i>	<i>terbatas dan tidak tepat dengan topik serta sering kali terdiam untuk mencari kosakata yang diinginkan.'</i>
1	<i>'Sering membuat kesalahan pada kalimat yang diucapkan yang mengganggu pemahaman pendengar atau komunikasi yang terjadi.</i> <i>Kosakata yang digunakan sering tidak tepat dengan topik, bahkan sering bertanya pada guru tentang bentuk Inggris dari pilihan kata yang ingin digunakan.'</i>	<i>'Banyak sekali membuat kesalahan pada kalimat sehingga sangat mengganggu pemahaman pendengar dan komunikasi yang terjadi.</i> <i>Kosakata yang digunakan hampir seluruhnya tidak tepat dengan topik dan lebih sering terdiam untuk mencari pilihan kata yang ingin digunakan.'</i>

2. Fluency

For the fluency aspect, the expert gave two notes. The first was about the indicator or description that had not explicitly describe about 'length of utterances' yet. The second one was about the pronunciation aspect which missed the possibility of mispronouncing words.

Based on the notes above, the researcher then made some revisions as shown on the table below.

Table 9. The Differences of the Descriptors of Fluency in the First and Second Draft of the Rubric

	Before the Revision	After the Revision
5	<i>'menyampaikan topik apapun dengan lancar dan efektif.</i> <i>Sangat jarang terjadi keragu-raguan dalam pengucapan dan penyampaian maksud.'</i>	<i>'Menyampaikan topik apapun dengan lancar dan efektif.</i> <i>Tidak ragu-ragu dalam menyampaikan maksud dan tidak membuat kesalahan dalam pengucapan kata-kata.</i>
4	<i>'Menyampaikan topik dengan lancar baik menggunakan ungkapan yang panjang maupun pendek secara spontan.</i> <i>Terkadang ragu-ragu dalam pengucapan dan penyampaian maksud terutama pada</i>	<i>'Menyampaikan topik dengan lancar dengan menggunakan ungkapan yang panjang maupun pendek dengan variatif.</i> <i>Terdapat sedikit sekali keragu-raguan</i>

	<i>topik-topik yang kompleks.'</i>	<i>dalam menyampaikan maksud dan sesekali membuat kesalahan dalam pengucapan kata-kata.</i>
	<i>'Menyampaikan topik dengan cukup lancar. Beberapa kali ragu-ragu terhadap pengucapan dan penyampaian maksud terutama pada topik-topik yang kompleks.'</i>	<i>'Menyampaikan topik dengan cukup lancar menggunakan kalimat-kalimat yang pendek sesekali panjang. Beberapa kali ragu-ragu dalam menyampaikan maksud terutama pada topik-topik yang kompleks serta membuat beberapa kesalahan pengucapan kata.'</i>
2	<i>'Agak terputus-putus saat menyampaikan topik yang sederhana namun kesulitan dalam menyampaikan topik yang kompleks.'</i>	<i>'Menyampaikan topik dengan tersendat menggunakan kalimat-kalimat yang pendek. Ragu-ragu dalam menyampaikan maksud dan banyak membuat kesalahan pengucapan kata.'</i>
1	<i>'Terputus-putus dalam menyampaikan topik yang sederhana dan sangat kesulitan dalam menyampaikan topik yang lebih kompleks. Sering terjadi keragu-raguan dalam pengucapan dan penyampaian maksud sehingga sangat jelas mengganggu kelancaran berbicara.'</i>	<i>'Menyampaikan topik dengan sangat tersendat menggunakan kalimat yang sangat pendek. Sangat ragu-ragu dalam menyampaikan maksud dan sangat kesulitan dalam pengucapan kata sehingga hampir semua salah.'</i>

3. Interaction

On the interaction aspect, the researcher got two correction on the diction. The first one was the use of the word 'effective' and 'not broaden' on poin 5 and 4 seemed to have the similar meaning. The second one was the use of the word 'enough' on poin 3 was considered as less measurable.

Based on the notws above, the researcher then made some revision as shown on the table below.

Table 10. The Difference of the Descriptors of Interaction in the First and Second Draft of the Rubric

	Before the Revision	After the Revision
5	<i>‘.....Siswa menyampaikan topik dengan tepat dan efektif.’</i>	<i>‘..... Siswa menyampaikan hal-hal yang sangat relevan, sesuai dengan topik secara efektif dan efisien.’</i>
4	<i>‘..... Siswa menyampaikan topik dengan tidak melebar.’</i>	<i>‘..... Siswa menyampaikan hal-hal yang relevan dan sesuai dengan topik.’</i>
3	<i>‘..... Siswa menyampaikan topik dengan cukup.’</i>	<i>‘..... Siswa beberapa kali menyampaikan hal-hal yang tidak berhubungan dengan topik.’</i>

4. Range of Language

On the range of language aspect, the expert gave notes on poin 5 that had two sentences compared with the rest descriptions which only in a single sentence. Other than that, poin 2 and 1 had the same indicators.

Based on the notes above, the researcher then made revisions as shown in the table below.

Table 11. The Differences of the Descriptions of the Range of Language in the First and Second Draft of the Rubric

	Before the Revision	After the Revision
5	<i>‘ Siswa menunjukkan kemampuan mengembangkan ide dengan fleksibel menggunakan kemampuan linguistik. Menggunakan variasi syntactical structures dengan tepat dan menunjukkan kemampuan lexical yang bagus.’</i>	<i>‘ siswa mampu membuat dan menggunakan kalimat dengan kaidah grammar yang tepat dan bervariasi serta menunjukkan kemampuan penguasaan kata-kata (arti dan part of speech) dalam bahasa Inggris dengan sangat baik.’</i>
2	<i>‘..... dan sering menunjukkan keterbatasan kemampuan lexical dalam menyelesaikan tugas.’</i>	<i>‘Siswa membuat dan menggunakan kalimat dengan penataan grammar yang kurang baik dan sangat terbatas serta kurang menguasai kata-kata (arti dan part of speech) dalam bahasa Inggris.’</i>

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	Before the Revision	After the Revision
1	<i>‘..... dan sering menampakkan keterbatasan kemampuan lexical ketika berusaha menyelesaikan tugas.’</i>	<i>‘siswa membuat dan menggunakan kalimat dengan penataan grammar yang buruk serta tidak menguasai kata-kata (arti dan part of speech) dalam bahasa Inggris.’</i>

In this part, considering the additional notes given by the expert about the overall rubric which still had some difficult and segmented terms, the researcher determined to change some diction and sentences. She omitted the words ‘syntax’, ‘syntactical’ and ‘lexical’ from the description and changed it into other explanation that considered equal yet clearer.

5. The Expert Judgement

After the rubric designed, the rubric then evaluated by the expert. The evaluation was conducted by distributing questionnaires to the expert. The items of the questionnaires were adapted from Stevens and Levi (2005) about rubric for rubric.

There are 4 aspects that had evaluated which were dimension, descriptor, overall rubric and fairness. The following explanations describe the result of the expert judgment

a. The Dimension of the Rubric

Table 12. The Evaluation Result of the Dimension of the Rubric

No.	Statements	Scores (f)	Expected Score (N)	Percentage (P)
1.	Each dimension covers important parts of the final student performance.	5	5	100%
2.	The dimensions are clear.	4	5	80%
3.	The dimension distinctly different from each other.	3	5	60%
4.	The dimensions represent skills that the student knows something about already.	4	5	80%
Total score				320%
Average score				80%

Table 12 shows that the mean value related to the dimension aspect of the rubric was 80%. It means that the dimension of this rubric is good.

b. The Descriptions of the Rubric

Table 13. The Evaluation Result of the Descriptions of the Rubric

No.	Statements	Scores (f)	Expected Score (N)	Percentage (P)
1.	The descriptions match the dimensions.	5	5	100%
2.	The descriptions are clear and different from each other.	3	5	60%
3.	The descriptions are equal with the scores.	4	5	80%
Total score				240%
Average score				80%

Table 13 shows that the mean value related to the descriptions aspect of the rubric was 80%. It means that the descriptions of the rubric is good.

c. The Overall Rubric

Table 14. The Evaluation Result of the Overall Rubric

No.	Statements	Scores (f)	Expected Score (N)	Percentage (P)
1.	The rubric can be understood by external audiences (avoids jargon and technical language)	3	5	60%
2.	The rubric reflect teachable skills.	5	5	100%
3.	The content of the rubric is well-presented (give the clear definitions of what should be measured when assessing the students).	4	5	80%
4.	The rubric inform the student about the evaluational procedures when their work is scored.	5	5	100%
5.	The rubric indicates ways to improve for the students.	4	5	80%
Total score				420%
Average score				84%

Table 14 shows that the average score of the overall rubric was 84%. It means that the overall rubric is good.

d. The Fairness of the Rubric

Table 15. The Evaluation Result of The Fairness of the Rubric

No.	Statements	Scores (f)	Expected Score (N)	Percentage (P)
1.	This rubric is fair to all students and free of bias.	4	5	80%
2.	This rubric is useful to students as performance feedback.	4	5	80%

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No.	Statements	Scores (f)	Expected Score (N)	Percentage (P)
3.	This rubric is applicable to various speaking tasks.	4	5	80%
Total score				240%
Average score				80%

Table 15 shows that the average score of the fairness of the rubric was 80%.

It means that the fairness of the rubric is good.

Considering all the score given by the expert above, the total average score of the rubric can be presented on the table below.

Table 16. The Total Average Score of the Rubric

Aspects	Score (%)
Dimension	80%
Descriptor	80%
Overall Rubric	84%
Fairness	80%
Total	324%
Average	81%

It is shown that the the total average score of the rubric was 81% which means that the rubric is good and ready to be applied.

6. The Try-Out

The rubric was tried out to the two instructors of Jogja English who were responsible to a class of 9 students and a class of 10 students. The try-out was done on January, 20th 2015. Those two instructors were given the instruction to use the rubric in scoring the final test in the prior day. After that, before the

instructor used the rubric in the class, the researcher ensured that the instructors have understood how to use the rubric and asked them whether they had questions or not. The instructors asked the researcher not to come into the class because the instructors were afraid that the performance of the members would decrease if they had one new person in the class and felt more nervous. The researcher agreed that and then waited out of the class until the class was over. After that the researcher conducted an interview with the instructors. Based on the interview, both of the instructors stated that the rubric was easy to use and helpful to evaluate the members' performance. There were no significant problems that appeared in the design and the use of the rubric. However, when the researcher asked about the possibility to use the rubric to every speaking task, the instructors still were not sure about that because it needed more trial. The instructors themselves used different tasks though the members were from the same level. The first instructor used the simulation activity by asking the members to make a conversation in pairs with a selected topic, while the second one used the prepared talks activity by asking the members to present a product in front of the class then had a question and answer session.

After the try-out, the researcher then wrote the final draft of the rubric based on the result of the interview with the instructors. The final draft can be seen on appendix.

B. Discussion

As a product-based research, the aim of this research is to develop effective and appropriate product. The result of this research is the appropriate speaking rubric for english course. This research took place at Jogja English on September 2014 to Januari 2015. In order to develop an appropriate product, a need analysis were conducted to know the teachers' need.

The need analysis was conducted on September 2014 by distributing questionnaires to 7 teachers. It was developed to investigate the teachers' necessities, lacks and wants in assessing students' speaking. The result of the questionnaire is considered as the basis for designing a rubric to assess students' speaking skill.

Based on the result of the need analysis, most of the instructors stated that speaking is one of the skill that uneasy to assess and subjectivity was another problem they faced in scoring.

The next step after analyzing the teachers' need was designing the first draft of the rubric. There are four aspects that included in the rubric; accuracy, fluency, interaction and range of language. Each of the aspects has 5 level of score. 1 is for the worst and 5 is for the best skill the students' show.

After the rubric was designed, it is, then evaluated by the experts by giving some notes and suggestion. Most of the correction was about the content of the descriptors.

After it was evaluated, the researcher, then, made some revisions based on the notes given. Then, the researcher distributed a questionnaire to the expert related to the final draft of the rubric before it was tried-out. The average score of the rubric from the expert was 81% which means the rubric was ready to be applied.

The try-out of the rubric was done to the 2 teachers of Jogja English. Each of them were teaching 1 class consisted of 9 and 10 students. To know the teachers' response of the rubric, the researcher conducted an interview consisted of some questions related to the experience of the teachers in applying the rubric. All the teachers said that the rubric was quite easy to use, minimize subjectivity, easy to understand and applicable yet still needed more trial to ensure that it can be applied to every speaking tasks.

From the result of the discussion of this research, it can be concluded that this rubric is useful, effective and suitable in assessing members' transactional and interpersonal speaking performance with the activity or tasks such as simulation, prepared talks and question and answer.

CHAPTER V

CONCLUSIONS AND SUGGESTIONS

A. Conclusions

The conclusion of the study consists of three aspects. They are the product, the result, and the research problem. Each aspect is explained as follow:

1. The Steps in Designing the Rubric

This study aims at designing a rubric to assess students' speaking skill in English courses. The development of this *Pop Up* book is adapted from the R&D theory by Walter Dick and Lou Caregin Gall, Gall and Borg (2003:570). The development consists of eight steps i.e. conducting a need analysis, formulating instructional design, designing, producing, assessing, revising, implementing, and evaluating media. But here in this research, the researcher only conducted the research until the revising step.

2. Product

The product of this research is a rubric consisting 4 aspects of speaking namely accuracy, fluency, interaction and range of language. Each aspects has 5 level of score and descriptions of students' speaking performance for each score.

3. Result

a. Expert judgment results

From the assessments of the expert, it is concluded that the rubric is good and applicable to be used to assess students' speaking performance. Here is the recapitulation of the average score given by the expert:

Table 5.1. Recapitulation of the average score given by the expert

Aspects	Score (%)
Dimension	80%
Descriptor	80%
Overall Rubric	84%
Fairness	80%
Total	324%
Average	81%

b. Try-Out result

In the implementation stage, the teachers' responses indicate that the *rubric* is good and helps them in assessing students' speaking performance especially in transactional and interpersonal speaking performance. It is supported with the data resulted from the interview.

B. Suggestions

Based on the conclusion that has been previously explained, some suggestion can be directed toward the English teachers and the other researchers. The suggestions are as follow:

1. Suggestions for the English Course Teachers

Since the rubric is useful in helping the teachers in assessing the students' speaking skill, it is advisable for the teachers to use that designed rubric. It is also advisable to use such a kind of rubric to assess another skills in English such as writing, listening and reading. Furthermore, the teacher should understand the content of the rubric before using it. Then, it is expected that it can stimulate the English teachers in assessing students' skill better and fairer.

2. Suggestion for other researchers

The assessment instruments should be improved continually in order to develop the students' performance. Since it is very beneficial, it is expected to other researchers to develop the same product for the other various skills and kind of study. Moreover, the product testing is important to identify the effectiveness of the instruments.

3. The English Department

Since the rubric is appropriate to be used in assessing English skills, it is suggested to the English Department supervision to give attention on the development of the product. The English Department supervision is expected to evaluate the designed product to make it more reliable.

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Field Notes 1

Hari, tanggal :12 September 2014

Waktu : 12.30 WIB

Lokasi :Jogja English Office

Hal :Permohonan Ijin Penelitian

Keterangan : M : Manager Jogja English

P : Peneliti

NO.	AKTIVITAS
1.	P datang ke kantor Jogja English untuk menemui manajer Jogja English untuk mengutarakan maksud ingin mengadakan penelitian di Jogja English yang melibatkan instructors.
2.	M menanyakan surat ijin penelitian resmi dari kampus. Kemudian P menjelaskan bahwa surat akan jadi dalam 2 hari dan P meminta ijin untuk kembali ke kantor Jogja English dengan membawa surat ijin sekaligus menyebarkan kuesioner untuk instructors.
3.	Setelah M menyetujui, P diminta untuk datang kembali pada tanggal 14 September 2014 untuk menyebarkan kuesioner karena bertepatan dengan agenda rapat instruktur dan staff sehingga para instruktur bisa ditemui secara bersamaan. Setelah itu P bertemu dengan <i>education coordinator</i> untuk bertanya-tanya tentang proses belajar mengajar di kelas dan juga sistem assessmentnya.
4.	Setelah semua keperluan P terpenuhi, P mohon ijin kepada M dan education coordinator untuk pamit.

Field Notes 2

Hari, tanggal : 15 September 2014

Waktu : 15.00 WIB

Lokasi : Jogja English Office

Hal : Penyerahan Surat Ijin Penelitian dan Pendistribusian Kuesioner kepada instruktur.

No.	AKTIVITAS
1.	P datang ke kantor Jogja English untuk menyerahkan surat ijin penelitian dari kampus dan meminta ijin untuk menyebarkan kuesioner kepada para instruktur.
2.	M meminta P untuk menunggu sejeak karena ada agenda rapat internal seluruh staff dan instruktur di Jogja English.
3.	Setelah rapat internal selesai, P diminta untuk ikut masuk ke ruangan rapat khusus instruktur dan P diminta untuk menjelaskan maksud kehadirannya dalam rapat tersebut oleh M. Setelah dijelaskan, para instruktur setuju untuk berpartisipasi dalam mengisi kuesioner untuk penelitian P.
4.	P membagikan kuesioner kepada 10 orang instruktur dan memberitahukan bahwa akan mengambil kembali kuesioner yang telah diisi pada keesokan

	harinya. P juga memberitahukan bahwa jika tidak bisa bertemu langsung, kuesioner bisa dititipkan di meja <i>front office</i> .
5.	P kemudian meminta waktu kepada 2 instruktur untuk berbincang sejenak dan meminta izin kepada kedua instruktur tersebut untuk nantinya mau membantu P dalam try-out rubric yang dibuat oleh P.
6.	Setelah kedua instruktur tersebut menyetujui dan semua keperluan selesai, P meminta izin untuk pamit kepada M.

Field Notes 3

Hari, tanggal : 16 September 2014

Waktu : 17.00 WIB

Lokasi : Jogja English Office

Hal : Pengambilan hasil isian kuesioner oleh instruktur.

Keterangan : P : Peneliti

M : manajer Jogja English

FO : Petugas Front Office

No	AKTIVITAS
1.	P Menemui M untuk meminta izin mengambil hasil isian kuesioner. M memberikan beberapa kuesioner yang diditipkan kepadanya oleh beberapa instruktur dan meminta P untuk mengambil sisanya di meja FO.
2.	P kemudian menuju ke meja FO dan meminta kuesioner yang dititipkan oleh instruktur kepada petugas FO. P menghitung jumlah kuesioner yang ternyata hanya 5 dan menanyakan kepada FO tentang sisanya. FO kemudian meminta P untuk mencoba menghubungi instruktur yang terindikasi belum mengembalikan kuesioner.
3.	P mendapatkan balasan pesan dari 2 instruktur yang berjanji untuk menyerahkan kuesionernya keesokan harinya. 3 instruktur lain tidak bisa dihubungi.
4.	P pamit kepada M dan FO dan mengatakan bahwa akan kembali lagi besok untuk mengambil sisa kuesioner.

Field Notes 4

Hari, tanggal : 17 September 2014

Waktu : 15.00 WIB

Lokasi : Jogja English Office

Hal : Pengambilan hasil isian kuesioner.

No.	AKTIVITAS
1.	P bertemu dengan M untuk menanyakan apakah ada kuesioner yang dititipkan kepada M untuk P. M meminta P untuk menanyakan pada FO.
2.	P menuju ke meja FO dan FO memberikan 1 kuesioner yang dititipkan

	pada FO.
3.	P pamit kepada M dan FO.

Field Notes 5

Hari, tanggal : Senin, 19 Januari 2015

Waktu : 15.00 – 20.00 WIB

Lokasi : Jogja English Office

Hal : Permohonan Ijin Rubric Try-Out

Keterangan : P : Peneliti

M : Manajer

I1 : Instruktur 1

I2 : Instruktur 2

NO	AKTIVITAS
1.	P datang ke kantor Jogja English dan bertemu M. P meminta ijin untuk mengadakan Rubric try-out kepada 2 instruktur di kelas siang dan kelas malam.
2.	M menjelaskan bahwa kebetulan pada minggu itu sedang diadakan final test. M meminta P untuk menghubungi instruktur yang dimaksud untuk membuat janji.
3.	P membuat janji dengan I1 seusaai kelas siang I1 selesai dan sepakat untuk mengadakan rubric try out di keesokan harinya. P memberikan draft rubric kepada I1 untuk dibaca dan dipergunakan keesokan harinya. P menjelaskan hal-hal yang berhubungan dengan konten rubric dan cara penggunaannya kepada I1.
4.	P menunggu kelas I2 untuk membuat janji dengan I2. Setelah bertemu, P dan I2 sepakat untuk mengadakan rubric try out di keesokan harinya juga. P menjelaskan hal-hal yang berhubungan dengan konten rubric dan cara penggunaannya kepada I2.
5.	Setelah selesai membuat janji, P meminta ijin pamit kepada I2 dan M.

Field Notes 6

Hari, tanggal : Selasa, 20 Januari 2015

Waktu : 15.00 – 17.00 WIB

Lokasi : Jogja English Office

Hal : Rubric Try-Out

Keterangan : P : Peneliti

M : Manajer

I1 : Instruktur 1

NO.	AKTIVITAS
1.	P datang ke kantor Jogja English dan bertemu dengan M. M mempersilahkan P untuk melakukan try-out.
2.	P bertemu dengan I1 dan menanyakan apakah sudah siap dan sudah

	mengerti dengan rubric yang akan dia gunakan. I1 menjawab siap. I1 kemudian masuk ke kelas dan melaksanakan final test. P menunggu di luar ruangan atas kesepakatan dengan I1 untuk mengantisipasi member merasa canggung dengan keberadaan P di dalam kelas.
3.	Setelah kelas selesai, P menemui I1 dan mengadakan interview tentang penggunaan rubric yan baru saja I1 laksanakan.
4.	Setelah selesai interview, I1 pamit pada P sementara P menunggu untuk try-out ke dua dengan I2.

Field Notes 7

Hari, tanggal : Selasa, 20 Januari 2015

Waktu : 18.30 – 21.00 WIB

Lokasi : Jogja English Office

Hal : Rubric Try-Out

Keterangan : P : Peneliti

I2 : Instruktur 2

NO.	AKTIVITAS
1.	P bertemu dengan I2 dan menanyakan apakah sudah siap dan sudah mengerti dengan rubric yang akan dia gunakan. I2 menjawab siap. I2 kemudian masuk ke kelas dan melaksanakan final test. P menunggu di luar ruangan atas kesepakatan dengan I2 untuk mengantisipasi member merasa canggung dengan keberadaan P di dalam kelas.
2.	Setelah kelas selesai, P menemui I1 dan mengadakan interview tentang penggunaan rubric yan baru saja I1 laksanakan.
3.	Setelah selesai interview, P pamit kepada I2 yang masih hendk melanjutkan melengkapi administrasi kelas.

A. Data Responden

Berikut ini adalah beberapa pertanyaan yang menunjukkan keadaan diri anda, isilah dengan data diri anda yang sebenarnya.

1. Kelas yang diampu :
2. Latar belakang pendidikan :
3. Pengalaman mengajar :

B. Data analisis kebutuhan

Berikan tanggapan anda mengenai beberapa pertanyaan di bawah ini.

1. Kursus bahasa Inggris (English Course) adalah tempat untuk memberikan tambahan ketrampilan dan atau memperkaya pengetahuan bahasa Inggris. Bagaimana menurut anda tentang pengajaran bahasa Inggris di English Course ini?
.....
.....
.....
.....
2. Mengingat mata pelajaran bahasa Inggris sudah diberikan di jenjang sekolah formal sejak SD hingga SMA. Menurut anda apa yang membuat English Course ini berbeda dengan pengajaran bahasa Inggris di sekolah formal?
.....
.....
.....
.....
3. Skill dalam bahasa Inggris terdiri dari 4 skills, reading, writing, listening, speaking. Bagaimana cara anda mengajarkan keempat skill tersebut? Adakah perbedaan porsi waktu pengajaran untuk masing-masing skill?

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4. Tasks apa saja yang biasa dikerjakan dalam speaking?

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5. Menurut anda, dari keempat skill tersebut manakah yang paling sulit diajarkan dan dievaluasi? Mengapa?

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6. Menurut anda bagaimana kemampuan berbicara (speaking) siswa (members) di English Course ini? Adakah kelemahan mereka dalam speaking? Jika ada, bagaimana cara anda mengatasinya?

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7. Di English Course ini terdapat tingkatan kelas atau level berdasarkan kemampuan dan pencapaian member, bagaimana cara anda menilai kemampuan member untuk menentukan termasuk dalam level apa member tersebut?

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8. Dalam penelitian ini, saya akan mengembangkan rubrik untuk menilai atau mengevaluasi kemampuan speaking member. Menurut anda, kriteria apa saja yang harus ada dalam rubrik tersebut?

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.....

9. Menurut anda kriteria yang termuat dalam rubrik sebaiknya sesuai dengan indikator yang termuat dalam silabus, indikator yang sesuai dengan tasks atau indikator yang dirasa perlu saja?

.....

.....

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.....

10. Menurut anda, apakah guru (instructor) perlu memberitahu member tentang cara penilaian dan kriteria yang menjadi pertimbangan dalam penilaian sebelum memberikan assignment/tasks yang diambil nilainya? Mengapa?

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.....

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.....

RUBRIC TO ASSESS STUDENTS' SPEAKING PERFORMANCE IN ENGLISH COURSES

Survival English

Ketrampilan berbahasa Inggris minimal dapat melakukan fungsi sosial dalam masyarakat dengan menggunakan struktur kalimat dan kosakata yang sederhana.

1. ACCURACY

Penggunaan grammar dan vocabulary

SCORE	DESCRIPTION
5	<p>Sangat baik dalam membuat kalimat dan jarang sekali membuat kesalahan kecuali kesalahan kecil yang tidak mengganggu komunikasi.</p> <p>Sangat baik dan konsisten dalam pemilihan kosakata, sesuai dengan topik.</p>
4	<p>Baik dalam membuat kalimat, sesekali terjadi kesalahan namun tidak mengganggu komunikasi.</p> <p>Baik dalam memilih kosakata, sesuai dengan topik.</p>
3	<p>Cukup baik dalam membuat kalimat, sesekali terjadi kesalahan namun tidak terlalu mempengaruhi komunikasi.</p> <p>Cukup baik dalam memilih kosakata yang digunakan, cukup sesuai dengan topik. Sesekali berpikir untuk mendapatkan kosakata yang diinginkan tetapi tidak bertanya pada guru.</p>
2	<p>Beberapa kali membuat kesalahan pada kalimat yang diucapkan yang sesekali mengganggu pemahaman pendengar atau mengganggu komunikasi yang terjadi.</p> <p>Kosakata yang digunakan terbatas dan terkadang tidak tepat dengan topik, terkadang bertanya kepada guru tentang arti kata yang diinginkan dalam bahasa Inggris.</p>
1	<p>Sering membuat kesalahan pada kalimat yang diucapkan yang mengganggu pemahaman pendengar atau pada komunikasi yang terjadi.</p> <p>Kosakata yang digunakan sering tidak tepat dengan topik, bahkan sering bertanya pada guru tentang bentuk Inggris dari pilihan kata yang ingin dia gunakan.</p>

2. FLUENCY

Length of utterances, hesitations, flow of speech and pronunciation

SCORE	DESCRIPTION
5	<p>Menyampaikan topik apapun dengan lancar dan efektif.</p> <p>Sangat jarang terjadi keragu-raguan dalam pengucapan dan penyampaian maksud.</p>
4	<p>Menyampaikan topik dengan lancar baik menggunakan ungkapan yang panjang maupun pendek secara spontan.</p> <p>Terkadang ragu-ragu dalam pengucapan dan penyampaian maksud hanya pada topik-topik yang sangat kompleks.</p>
3	<p>Menyampaikan topik dengan cukup lancar.</p> <p>Beberapa kali ragu-ragu terhadap pengucapan dan penyampaian maksud terutama pada topik-topik yang kompleks.</p>
2	<p>Agak terputus-putus saat menyampaikan topik yang sederhana namun kesulitan dalam menyampaikan topik yang kompleks.</p> <p>Sering ragu-ragu dalam pengucapan dan penyampaian maksud sehingga mengganggu kelancaran berbicara.</p>
1	<p>Terputus-putus dalam menyampaikan topik yang sederhana, dan sangat kesulitan dalam menyampaikan topik yang lebih kompleks.</p> <p>Sering terjadi keragu-raguan dalam pengucapan dan penyampaian maksud sehingga sangat jelas mengganggu kelancaran berbicara.</p>

3. INTERACTION

Understanding, Contribution and Content

SCORE	DESCRIPTION
5	<p>Siswa dapat dengan mudah dan efektif berkontribusi dalam pengembangan topik yang kompleks.</p> <p>Siswa dapat mengerti dan terlibat pembicaraan secara konsisten.</p> <p>Siswa menyampaikan topik dengan tepat dan efektif.</p>
4	<p>Siswa dapat berkontribusi secara efektif dalam pengembangan topik yang kompleks.</p> <p>Siswa dapat mengerti lawan bicara dan terlibat dalam pembicaraan walaupun sesekali meminta klarifikasi pada lawan bicara.</p> <p>Siswa menyampaikan topik dengan tepat dan tidak melebar.</p>
3	<p>Siswa cukup berkontribusi dalam pengembangan topik yang kompleks sekalipun.</p> <p>Siswa dapat mengerti lawan bicara dengan baik dan terlibat dalam pembicaraan walaupun sering meminta klarifikasi pada lawan bicara.</p> <p>Siswa menyampaikan topik dengan cukup.</p>
2	<p>Siswa berkontribusi dalam pengembangan topik yang familiar tetapi kesulitan dalam mengembangkan topik yang kompleks.</p> <p>Siswa dapat mengikuti pembicaraan dalam topik yang dia mengerti tetapi kesulitan mengikuti dan terlibat pembicaraan dalam topik yang kompleks.</p> <p>Siswa beberapa kali menyampaikan hal-hal yang tidak berhubungan dengan topik yang dibicarakan.</p>
1	<p>Siswa berkontribusi dalam pengembangan topik yang dia mengerti tetapi sangat kesulitan pada topik yang kompleks.</p> <p>Siswa dapat mengikuti pembicaraan pada topik yang dia mengerti tetapi sangat kesulitan mengikuti dan terlibat dalam pembicaraan dengan topik yang kompleks.</p> <p>Siswa sering menyampaikan hal-hal yang tidak berhubungan dengan topik yang sedang dibicarakan.</p>

4. RANGE OF LANGUAGE

Complexity of Grammar, Syntax and Vocabulary

SCORE	DESCRIPTION
5	Siswa menunjukkan kemampuan mengembangkan ide dengan fleksibel menggunakan kemampuan linguistik. Menggunakan variasi syntactical structures dengan tepat dan menunjukkan kemampuan lexical yang bagus.
4	Siswa hampir selalu menggunakan variasi grammatical dan syntactical structures dan hampir selalu menunjukkan kemampuan lexical yang cukup bagus dalam menyelesaikan tugas.
3	Siswa sering menggunakan beberapa variasi grammar dan syntactical structures dan sering menunjukkan kemampuan lexical yang cukup untuk menyelesaikan tugas dengan cukup bagus.
2	Siswa sering menggunakan variasi grammar dan syntax yang terbatas dan sering menunjukkan keterbatasan kemampuan lexical dalam menyelesaikan tugas.
1	Siswa menggunakan variasi grammar dan syntax yang sangat terbatas dan sering menampilkan keterbatasan kemampuan lexical ketika berusaha menyelesaikan tugas.

Rubrik penilaian Speaking Performance di English Courses

Kuesioner untuk Ahli Materi

A. Evaluasi Rubrik Penilaian

Berilah tanda cek (√) pada salah satu kolom skor untuk masing-masing pernyataan sesuai dengan pendapat anda.

Keterangan : 1: Kurang, 3: Cukup, 5: Sangat baik

No	KRITERIA EVALUASI	SKOR				
		1	2	3	4	5
A.	DIMENSI					
1.	Tiap dimensi mencakup bagian-bagian penting dari performance siswa					
2.	Tiap dimensi dipaparkan dengan jelas.					
3.	Tiap dimensi memiliki perbedaan yang jelas satu sama lain.					
4.	Tiap dimensi mewakili kemampuan yang sudah diketahui oleh siswa.					
B.	DESKRIPTOR					
1.	Deskriptor sesuai dengan dimensi.					
2.	Deskriptor tidak membingungkan dan memiliki perbedaan yang jelas satu sama lain.					
3.	Masing-masing deskriptor equal dengan skor/poin.					
C.	KESELURUHAN RUBRIK					
1.	Rubrik ini dapat dimengerti oleh semua orang (tidak mengandung istilah yang terlalu rumit dan segmented)					
2.	Rubrik ini mencerminkan skill yang dapat diajarkan.					
3.	Konten dalam rubrik ini tersaji dengan baik (memberikan gambaran yang jelas tentang apa yang ingin diukur ketika menilai performance siswa.)					
4.	Rubrik ini memberikan informasi kepada siswa tentang prosedur evaluasi ketika menilai pekerjaan siswa.					
5.	Rubrik ini memberikan gambaran pada siswa untuk perbaikan.					
D	FAIRNESS					
1.	Rubrik ini fair dan bebas dari bias untuk semua siswa.					
2.	Rubrik ini dapat digunakan sebagai feedback dari performance siswa.					
3.	Rubrik ini dapat diaplikasikan pada bermacam-macam speaking tasks.					

Diadaptasi dari : Stevens, D. D, and Levi, J. A. 2005. *Introduction to Rubric*. Virginia: Stylus Publishing, LLC.

RUBRIC TO ASSESS STUDENTS' SPEAKING PERFORMANCE IN ENGLISH COURSES

Survival English

Ketrampilan berbahasa Inggris minimal dapat melakukan fungsi sosial dalam masyarakat dengan menggunakan struktur kalimat dan kosakata yang sederhana.

5. ACCURACY

Penggunaan grammar dan vocabulary

SCORE	DESCRIPTION
5	<p>Sangat baik dalam membuat kalimat dan jarang sekali membuat kesalahan kecuali kesalahan kecil yang tidak mengganggu komunikasi.</p> <p>Sangat baik dan konsisten dalam pemilihan kosakata, sesuai dengan topik.</p>
4	<p>Baik dalam membuat kalimat, sesekali terjadi kesalahan namun tidak mengganggu komunikasi.</p> <p>Baik dalam memilih kosakata, sesuai dengan topik.</p>
3	<p>Cukup baik dalam membuat kalimat, sesekali terjadi kesalahan namun tidak terlalu mempengaruhi komunikasi.</p> <p>Cukup baik dalam memilih kosakata yang digunakan, sesuai dengan topik walaupun sesekali terdiam untuk mencari kosakata yang diinginkan.</p>
2	<p>beberapa kali membuat kesalahan pada kalimat yang diucapkan sehingga sesekali mengganggu pemahaman pendengar atau mengganggu komunikasi yang terjadi.</p> <p>Kosakata yang digunakan sangat terbatas dan tidak tepat dengan topik serta sering kali terdiam untuk mencari kosakata yang diinginkan.</p>
1	<p>Banyak sekali membuat kesalahan pada kalimat sehingga sangat mengganggu pemahaman pendengar dan komunikasi yang terjadi.</p> <p>Kosakata yang digunakan hampir seluruhnya tidak tepat dengan topik dan lebih sering terdiam untuk mencari pilihan kata yang ingin digunakan.</p>

6. FLUENCY

Length of utterances, hesitations, flow of speech and pronunciation

SCORE	DESCRIPTION
5	Menyampaikan topik apapun dengan lancar dan efektif. Tidak ragu-ragu dalam menyampaikan maksud dan tidak membuat kesalahan dalam pengucapan kata-kata.
4	Menyampaikan topik dengan lancar dengan menggunakan ungkapan yang panjang maupun pendek dengan variatif. Terdapat sedikit sekali keragu-raguan dalam menyampaikan maksud dan sesekali membuat kesalahan dalam pengucapan kata-kata.
3	Menyampaikan topik dengan cukup lancar menggunakan kalimat-kalimat yang pendek sesekali panjang. Beberapa kali ragu-ragu dalam menyampaikan maksud terutama pada topik-topik yang kompleks serta membuat beberapa kesalahan pengucapan kata.
2	Menyampaikan topik dengan tersendat menggunakan kalimat-kalimat yang pendek. Ragu-ragu dalam menyampaikan maksud dan banyak membuat kesalahan pengucapan kata.
1	Menyampaikan topik dengan sangat tersendat menggunakan kalimat yang sangat pendek. Sangat ragu-ragu dalam menyampaikan maksud dan sangat kesulitan dalam pengucapan kata sehingga hampir semua salah.

7. INTERACTION

Understanding, Contribution and Content

SCORE	DESCRIPTION
5	Siswa dapat dengan mudah dan efektif berkontribusi dalam pengembangan topik yang kompleks. Siswa dapat mengerti dan terlibat pembicaraan secara konsisten. Siswa menyampaikan hal-hal yang sangat relevan, sesuai dengan topik secara efektif dan efisien.
4	Siswa dapat berkontribusi secara efektif dalam pengembangan topik yang kompleks. Siswa dapat mengerti lawan bicara dan terlibat dalam pembicaraan walaupun sesekali meminta klarifikasi pada lawan bicara. Siswa menyampaikan hal-hal yang relevan dan sesuai dengan topik.
3	Siswa cukup berkontribusi dalam pengembangan topik yang kompleks sekalipun. Siswa dapat mengerti lawan bicara dengan baik dan terlibat dalam pembicaraan walaupun sering meminta klarifikasi pada lawan bicara. Siswa beberapa kali menyampaikan hal-hal yang tidak berhubungan dengan topik.
2	Siswa berkontribusi dalam pengembangan topik yang familiar tetapi kesulitan dalam mengembangkan topik yang kompleks. Siswa dapat mengikuti pembicaraan dalam topik yang dia mengerti tetapi kesulitan mengikuti dan terlibat pembicaraan dalam topik yang kompleks. Siswa beberapa kali menyampaikan hal-hal yang tidak berhubungan dengan topik yang dibicarakan.
1	Siswa berkontribusi dalam pengembangan topik yang dia mengerti tetapi sangat kesulitan pada topik yang kompleks. Siswa dapat mengikuti pembicaraan pada topik yang dia mengerti tetapi sangat kesulitan mengikuti dan terlibat dalam pembicaraan dengan topik yang kompleks. Siswa sering menyampaikan hal-hal yang tidak berhubungan dengan topik yang sedang dibicarakan.

8. RANGE OF LANGUAGE

Complexity of Grammar, Syntax and Vocabulary

SCORE	DESCRIPTION
5	Siswa membuat dan menggunakan kalimat dengan penataan grammar yang baik dan sistematis serta menguasai dan lancar dalam menggunakan kata-kata (arti dan part of speech) dalam bahasa Inggris.
4	Siswa membuat dan menggunakan kalimat dengan penataan grammar yang baik serta menguasai kata-kata (arti dan part of speech) dalam bahasa Inggris.
3	Siswa membuat dan menggunakan kalimat dengan penataan grammar yang cukup baik serta cukup menguasai kata-kata (arti dan part of speech) dalam bahasa Inggris.
2	Siswa membuat dan menggunakan kalimat dengan penataan grammar yang kurang baik dan sangat terbatas serta kurang menguasai kata-kata (arti dan part of speech) dalam bahasa Inggris.
1	Siswa membuat dan menggunakan kalimat dengan penataan grammar yang buruk serta tidak menguasai kata-kata (arti dan part of speech) dalam bahasa Inggris.

Interview Guideline

A. In the Try-Out

1. Bagaimana kesannya menggunakan rubric yang saya buat?
2. Task apa yang anda berikan kepada siswa?
3. Apakah rubrik ini mudah digunakan untuk mengevaluasi speaking performance siswa?
4. Apakah aspek yang menjadi kriteria penilaian dalam rubrik ini dideskripsikan dengan jelas?
5. Apakah ada kekurangan? Jika ada, apa saran anda?
6. Bagaimana pendapat anda mengenai skor dan deskriptor? Apakah sesuai dengan tingkat pencapaian yang diharapkan?
7. Apakah rubrik ini dapat digunakan untuk berbagai macam speaking tasks?
8. Apa saja masalah dan hambatan anda dalam melaksanakan penilaian dengan menggunakan rubrik ini?
9. Bagaimana hasil penilaian dengan rubrik yang saya buat ini?

Interview transcripts

Interview 1

20 Januari 2015

Ruang Belajar Jogja English

R : Researcher I1 : Instruktur 1

Line		Interview
1.	R	Gimana mbak final testnya? Lancar?
2.	I1	Lancar, alhamdulillah yah.
3.	R	Makasih ya mbak udah mau bantu aku tryout rubriknya. Gimana kesannya mbak?
4.	I1	Lumayan oke ya, jadi gak terlalu bimbang menimbang nilai yang mau dikasih ke member. Biasanya kan masih suka galau duh dinilai berapa ya, ini ngomongnya bagus tapi grammarnya ambyar sama pronunciationnya suka salah-salah.
5.	R	O, gituu, jadi cukup membantu ya mbak?
6.	I1	Iya
7.	R	Tadi final testnya suruh ngapain mbak? Eh ini kelas global ya mbak basic berarti ya?
8.	I1	Iya, global, basic. Tugasnya suruh bikin conversation in pairs gitu. Trus dikasih topik ringan. Mereka harus make conversation selama 5 – 7 menit gitu.
9.	R	Oh, gitu ya mbak. Ini rubriknya gampang gak sih mbak dipakenya?
10.	I1	Iya gampang, sangat membantu penilaian, tapi agak ribet ya soalnya 4 lembar. Gak bisa dibikin 2 aja gitu?
11.	R	Hehehehe, udah sebisa mungkin dibikin brief itu mbak. Tapi

		kutampung deh masukannya. Kalo aspek-aspeknya yang ada di rubrik ini udah jelas belum mbak? Ada yang deskripsinya sudah gak mbak?
12.	I1	Hmmmm. Gak sih, Cuma emang kudu baca dulu aja sih sebelumnya. Kalo tiba-tiba langsung pakai kayaknya agak bingung.
13.	R	Okedeh mbak, kalo skor dan deskriptornya? Sesuai nggak buat ngukur kemampuan siswamu tadi?
14.	I1	Udah kok, udah sesuai.
15.	R	Menurut mbak rubrik ini bisa dipake di semua speaking tasks gak sih?
16.	I1	Hmmm, aku rasa sih bisa ya.
17.	R	Beneran nih?
18.	I1	Hmmm, perlu dicoba sih, tapi untuk yang tadi sih bisa.
19.	R	Okedeeeh. Btw, ada hambatan gak mbak pake rubriknya tadi?
20.	I1	Hmmmm, overall sih nggak ya, eh, tapi ada satu ding. Kan kita poinnya range 10 – 100 tuh, tapi rubriknya pake range satuan. Jadi kudu kalkulasi aja sih tadi, tapi kan tinggal kaliin 10 aja ya, hehehehehe.
21.	R	Ohiya mbaak. Hehe. Trus tadi gimana hasil penilaiannya mbak?
22.	I1	Lebih obyektif sih menurutku, aku jadi pede nanti kalau ditanya sama member, kok nilaiku segini miss, gitu.
23.	R	Wah, nice. Okedeh mbak. Makasih ya atas waktunya.
24.	I1	Iya, sama-sama. Sukses ya.

Interview 2

20 Januari 2015

Ruang Belajar Jogja English

R : Researcher I2 : Instruktur 2

Line		Interview
1.	R	Gimana mas final testnya? Lancar?
2.	I2	Lancar, lancar.
3.	R	Makasih ya mas membantu try-out rubriknya. Gimana kesannya mas?
4.	I2	Bagus, jadi obyektif penilaiannya.
5.	R	Jadi cukup membantu ya mas?
6.	I2	Iya
7.	R	Tadi final testnya ngapain mas? Eh ini kelas active ya?
8.	I2	Iya, active. Tadi aku kasih topik trus cerita di depan, habis gitu tanya jawab. Masing-masing presentasi 5menit gitu.
9.	R	Itu udah level tinggi ya mas?
10.	I2	Enggak sih, itungannya masih masuk basic tapi kan kita basic sendiri masih dibagi-bagi 3. Ini masic yang paling tinggi lah ya. Hehehehe. Tapi tetep basic. Survival.
11.	R	Oh, gitu ya mbak. Ini rubriknya gampang gak sih mas dipakenya?
12.	I2	Gampang kok.
13.	R	Kalo aspek-aspeknya yang ada di rubrik ini udah jelas belum mas?

		Ada yang deskripsinya susah mas?
14.	I2	Gak kok. Mudah dimengerti.
15.	R	Kalo skor dan deskriptornya? Sesuai nggak buat ngukur kemampuan membermu tadi?
16.	I2	Cukup sesuai.
17.	R	Menurut mas rubrik ini bisa dipake di semua speaking tasks gak?
18.	I2	Hmmm, kita harus coba itu. Tadi kan cuma satu task aja.
19.	R	Trus, ada hambatan gak mbak pake rubriknya tadi?
20.	I2	Nggak ada sih. Fine-fine aja.
21.	R	Tadi gimana hasil penilaiannya mbak?
22.	I2	Mungkin hasilnya sama aja sama kalo aku gak pake rubrik, tapi lebih jelas aja kalo pake rubrik ini. Lebih bisa dipertanggungjawabkan gitu.
23.	R	Wah, baiklah mas. Makasih ya atas waktunya.
24.	I2	Iya, sama-sama.

RUBRIC TO ASSESS STUDENTS' SPEAKING PERFORMANCE IN ENGLISH COURSES

Survival English

Ketrampilan berbahasa Inggris minimal dapat melakukan fungsi sosial dalam masyarakat dengan menggunakan struktur kalimat dan kosakata yang sederhana.

Aktivitas yang relevan : Conversation in pair, Prepared-talks (deskriptif, naratif, procedure), question and answer session.

9. ACCURACY

Penggunaan grammar dan vocabulary

SCORE	DESCRIPTION
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1	Menyampaikan topik dengan sangat tersendat menggunakan kalimat yang sangat pendek. Sangat ragu-ragu dalam menyampaikan maksud dan sangat kesulitan dalam pengucapan kata sehingga hampir semua salah.

11. INTERACTION

Understanding, Contribution and Content

SCORE	DESCRIPTION
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4	Siswa membuat dan menggunakan kalimat dengan penataan grammar yang baik serta menguasai kata-kata (arti dan part of speech) dalam bahasa Inggris.
3	Siswa membuat dan menggunakan kalimat dengan penataan grammar yang cukup baik serta cukup menguasai kata-kata (arti dan part of speech) dalam bahasa Inggris.
2	Siswa membuat dan menggunakan kalimat dengan penataan grammar yang kurang baik dan sangat terbatas serta kurang menguasai kata-kata (arti dan part of speech) dalam bahasa Inggris.
1	Siswa membuat dan menggunakan kalimat dengan penataan grammar yang buruk serta tidak menguasai kata-kata (arti dan part of speech) dalam bahasa Inggris.